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ABSTRACT

This directory describes 151 research projects funded by the Division of Innovation and Development of the Office of Special Education Programs (OSEP), U.S. Department of the Education. Projects are listed alphabetically by principal investigator. Listed for each project are the project title, principal investigator, address, telephone number, project number, grant number, and beginning and end dates. A descriptive abstract covers the project's purpose, method, and anticipated products. (DB)

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CURRENTLY FUNDED RESEARCH PROJECTS

The Division of Innovation and Development
Office of Special Education Programs
Office of Special Education and Rehabilitative Services
U.S. Department of Education

JULY 1991

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ERIC/OSEP Special Project on
Interagency Information Dissemination
ERIC Clearinghouse on
Handicapped and Gifted Children
The Council for Exceptional Children

EC 300544

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PROJECT NUMBER	GRANT NUMBER
H023A00083	H023A00083
BEGINNING DATE	ENDING DATE
05/01/90	10/01/91

TECHNOLOGY, LITERATURE AND CHILDREN (TLC)

PURPOSE: The project will determine the most effective method to facilitate the development of reading skills as measured by reading achievement tests: Integrated Language Approach, Integrated Language Approach using computers with speech synthesizers, and the Use of Traditional Basals and Skill Workbooks.
METHOD: Alternative approaches to reading instruction based on research findings and the use of new technologies need to be assessed to determine whether other instructional approaches will produce better results than the methods currently in use. Classes will be matched closely in the areas of I.Q., age, and reading scores, then randomly assigned to one of three reading instructional approaches. The data received from the Degrees of Reading Power test will be subjected to statistical analysis using analysis of covariance.

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EXPERIMENTAL EDUCATION UNIT
SEATTLE, WA 98195 206-543-4011

PROJECT NUMBER	GRANT NUMBER
H023C80013	H023C80013
BEGINNING DATE	ENDING DATE
10/01/88	09/30/91

INTEGRATING CLASSROOMS IN THE MIDDLE SCHOOL

PURPOSE: The project will test the effectiveness of the integrated classroom model in which mildly handicapped and nonhandicapped middle school students are educated in the same classroom.
METHOD: The model will be used in three middle schools in one district and in a replication site over a five-year period, with teacher training and support provided. Student progress in academic, social, and self-concept domains will be compared with the progress of regular students and students in resource rooms.
ANTICIPATED PRODUCTS: A "best practices" manual will be developed to assist teachers instructing both mildly handicapped and nonhandicapped children in the same classroom.

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LOGAN, UT 84322 801-750-2381

PROJECT NUMBER	GRANT NUMBER
H023B90042	H023B90042
BEGINNING DATE	ENDING DATE
07/15/89	12/01/91

ACQUISITION, MAINTENANCE, AND GENERALIZATION OF FIRST AID SKILLS BY STUDENTS WITH MILD AND SEVERE HANDICAPS IN REGULAR PUBLIC SCHOOL SETTINGS

PURPOSE: This study will validate a first aid skills training program for students with mild handicaps and for students with severe handicaps. This type of training is especially important considering the emphasis on community integration of students with handicaps.
METHOD: Two experiments will be conducted. The first will involve mildly handicapped students aged 6-10 who will be selected by their special education teachers. The second study will train severely handicapped students of the same age, also selected by their special education teachers. Students will receive three training sessions per week, which will be observed by data collectors. Data will be collected on the percentage of each task completed correctly, latency, duration and fluency of injury treatment, measured in seconds. Intervention effectiveness will be assessed using a combined multiple baseline and multiple probe design across groups.
ANTICIPATED PRODUCTS: The project will provide two validated training packages as well as reports of findings.

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PROJECT NUMBER	GRANT NUMBER
HS900049001	HS900049001
BEGINNING DATE	ENDING DATE
10/01/90	09/30/93

APPROACHES AND CHOICES TO DEVELOPING SOCIAL COMPETENCE IN STUDENTS WITH DISABILITIES

PURPOSE: To develop a framework within which school personnel can consider the range, nature, and requirements of alternative approaches and models for developing social competence by students with disabilities.
METHOD: Activities include the review and synthesis of research on social skill training, the in-depth examination of social skill training approaches and models and their implementation, and the development of information packages regarding social skill development programs.
ANTICIPATED OUTCOMES: A decision-making framework, a description of models and programs, and a distribution plan will be developed.

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PROJECT NUMBER
H023T80023
BEGINNING DATE
09/01/88

GRANT NUMBER
H023T80023
ENDING DATE
08/31/92

HOME-SCHOOL COOPERATION IN SOCIAL AND MOTIVATIONAL DEVELOPMENT

PURPOSE: The project proposes to design, implement, and evaluate an intervention program directed toward positively influencing the self-esteem and confidence, sense of autonomy and independence, and social development and motivation of learning-disabled children.
METHOD: A comprehensive intervention program will be developed, to include strategies aimed at changing the task, authority, reward, grouping, evaluation, and time structures of children's classroom and home experiences. The program strategies are integrated within a theoretical perspective that places special importance on creating overlapping school and home experiences for the child. The program will be systematically evaluated through quasi-experimental, cross-sectional, and longitudinal designs to determine its preventive and remedial effectiveness.
ANTICIPATED PRODUCTS: An intervention program with information regarding effectiveness and utility will be developed, as will information on specific intervention strategies and techniques that can be easily assimilated into ongoing school and classroom activities.

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PROJECT NUMBER
300-86-0126
BEGINNING DATE
10/01/86

GRANT NUMBER
300-86-0126
ENDING DATE
09/30/91

EVALUATION OF THE INTEGRATION OF TECHNOLOGY FOR INSTRUCTING HANDICAPPED STUDENTS (HIGH SCHOOL)

PURPOSE: This project will support the integration of technology into mainstream classrooms at the high school level.
METHOD: During phase one of the project, research was conducted on the curriculum for moderately cognitively impaired students and on a technology assessment procedure. Results were synthesized and a technology integration model was developed. The model was incorporated into a manual that will be provided to schools for use in the design and implementation of their integration efforts during Phase II. During the phase 2 the model will be replicated and refined.
ANTICIPATED PRODUCTS: Annual research reports and a project manual.

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PROJECT NUMBER	GRANT NUMBER
RS90087007	RS90087007
BEGINNING DATE	ENDING DATE
09/30/90	09/30/91

DEVELOPMENT OF AN INTERACTIVE VIDEODISC PROGRAM FOR USE BY PRESCHOOL CHILDREN TO EXPLORE EARLY MATH AND SCIENCE CONCEPTS

PURPOSE: This project will produce a high quality interactive videodisc program which meets the needs of preschool children with mild cognitive impairments and developmental delays.
METHOD: The project will update, expand and finalize the design document which was developed in Phase I of the project, for an interactive videodisc to teach fundamental math and science concepts to developmentally delayed preschoolers. The prototype interactive videodisc will be developed, and formative evaluation of the prototype be conducted. The videodisc will be modified as appropriate.
ANTICIPATED PRODUCTS: The revised, final version of the videodisc will be marketed; project information will be disseminated.

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PROJECT NUMBER	GRANT NUMBER
RS90086009	RS90086009
BEGINNING DATE	ENDING DATE
10/01/90	09/30/91

FEASIBILITY OF PROVIDING WORK-RELATED INTERPERSONAL SKILLS TRAINING TO YOUNG ADULTS VIA VIDEODISC

PURPOSE: The project will develop an interactive videodisc that will instruct mildly cognitively impaired youth and young adults in interpersonal skills related to employment.
METHOD: Through an analysis of existing knowledge in literature, products, and expert and practitioner opinion, the skills most critical for success in the workplace will be identified and an interactive videodisc/videotape program that instructs and provides opportunities for practice and self-evaluation in those skills will be developed. Videodisc reduces the abstract nature of concepts through demonstration and minimizes reading requirements.
ANTICIPATED PRODUCTS: The product will be an interactive videodisc to instruct mildly handicapped persons in interpersonal skills related to employment.

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KANSAS CITY, KS 66102 913-321-3143

PROJECT NUMBER	GRANT NUMBER
H023C00052	H023C00052
BEGINNING DATE	ENDING DATE
08/01/90	07/31/93

DEVELOPMENT AND VALIDATION OF AN EVALUATION INSTRUMENT TO MEASURE INSTRUCTIONAL EFFECTIVENESS OF BILINGUAL SPECIAL EDUCATION PROGRAMS

PURPOSE: This project will apply the process-product methodology to special and mainstream bilingual education programs to identify components critical to their success.
METHOD: An observational instrument that measures instructional variables and students behavior is needed. Four research studies will establish the instrument's reliability and validity. Study 1 will be a repeated measures design to determine the reliability of the proposed ecobehavioral observation instrument. Study 2 will investigate the treatment validity of the instrument by demonstrating its ability to detect systematic variations in manipulated instructional variables. Study 3 will demonstrate concurrent and predictive validity of the proposed instrument. Study 4 will describe and compare different bilingual special education and mainstream classrooms in terms of ecobehavioral process and product variables.
ANTICIPATED PRODUCTS: A methodology will result that will allow a more precise determination of why bilingual intervention programs work for students with limited English proficiency in special and mainstream settings.

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PROJECT NUMBER	GRANT NUMBER
024XH70002	G0087C3064
BEGINNING DATE	ENDING DATE
10/01/87	09/30/92

EARLY EDUCATION RESEARCH INSTITUTE

PURPOSE: This project will establish an Early Childhood Research Institute focusing on the preparation of professionals to work with handicapped infants and their families. The Institute will study effective procedures for educating professionals and develop and evaluate the effectiveness of needed training materials and curricula. Primary focus will be placed on developing materials and curricula related to working with families, interacting with professionals from other disciplines, determining when other specialists must be consulted, developing an individualized family services plan, and accessing emerging information and research findings.

METHOD: A 5-year institute is proposed, consisting of three integrated strands: Preservice Interdisciplinary Studies Project, Inservice Education Project, and Materials and Development Project. As the Institute develops curricula, the sequence of activities will include determining the content to be taught, the best media formats, and the best teaching strategy. The Institute will examine and use procedures for documenting extended outcomes of training, including ethnographic systems-level studies. The Institute will also focus heavily on the process of personnel preparation, rather than focusing on only the materials and curricula themselves.

ANTICIPATED PRODUCTS: In addition to the materials and curricula for both preservice and inservice training, a number of other products are envisioned as a result of this effort, including: eight articles on the status of infant personnel training programs, a summary paper integrating the results of the separate disciplinary papers and describing commonalities and gaps in infant personnel preparation, list of guidelines and criteria in evaluating infant training materials and curricula, a paper reporting the results of the meta-analysis of inservice training programs, and other papers, practical manuals, articles, and resource books on relevant topics.

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PROJECT NUMBER	GRANT NUMBER
H023C00056	H023C00056
BEGINNING DATE	ENDING DATE
07/01/90	06/30/95

TREATMENT IN EARLY INTERVENTION: A CONTROLLED LONGITUDINAL COMPARISON OF TREATMENT MODELS

PURPOSE: This project will study the relative merits of integrated treatment and isolated treatment.

METHOD: Children with developmental disabilities at a university-based mainstreamed child care facility will be randomly assigned to one of the treatment conditions. The subjects will be followed for one to four years. Additional sites will be used to test the replicability of the design in the second, third, and fourth years.

ANTICIPATED PRODUCTS: The results of this study will provide teachers, administrators, and policy makers with the information needed to guide them in the most effective model for delivering occupational therapy, physical therapy, speech and language therapy, and special education.

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PROJECT NUMBER	GRANT NUMBER
H023B00017	H023B00017
BEGINNING DATE	ENDING DATE
10/01/90	10/01/91

THE UTILITY OF ORAL READING FLUENCY WITH LIMITED ENGLISH PROFICIENT STUDENTS RECEIVING SPECIAL EDUCATION SERVICES FOR READING OR LANGUAGE DISABILITIES

PURPOSE: This project will examine the reliability, validity, and utility of a curriculum-based measure of English oral reading fluency for the assessment of Hispanic limited English proficient students receiving special education services for reading or language disabilities.
METHOD: Curriculum based measures of English oral reading fluency for Hispanic limited English proficient students will be examined for reliability. The utility of English oral reading fluency for differentiating between Hispanic limited English proficient students receiving special education service for reading or language disabilities and Hispanic limited English proficient students who are not receiving special education services will be examined.
ANTICIPATED PRODUCTS: Training packages will be developed and disseminated to educational personnel to administer scores and interpret reading curriculum-based measures in English and Spanish with Hispanic limited English proficient students.

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PROJECT NUMBER	GRANT NUMBER
H180P00018	H180P00018
BEGINNING DATE	ENDING DATE
01/01/91	12/31/93

DEVELOPMENT OF A TRANSITIONAL POWERED MOBILITY AID (TPMA) FOR TRAINING AND ACHIEVEMENT OF EARLY POWERED MOBILITY

PURPOSE: This project will develop and evaluate the TPMA for use by developmentally disabled children from 12 months to 5 years who cannot independently use a manual mobility device.
METHOD: Design criteria will be identified by the transdisciplinary research team with input from a survey of therapists. Information will be gathered from literature reviews, consultants, vendors of mobility aids, and examination of currently available mobility aids. After the proposed TPMA is produced, a minimum of 10 children from infant and preschool programs for developmentally disabled children will test it.
ANTICIPATED PRODUCTS: An affordable TPMA for young children consisting of a power base, adjustable positioning frame, and control system.

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PROJECT NUMBER	GRANT NUMBER
H023A00068	H023A00068
BEGINNING DATE	ENDING DATE
07/15/90	01/14/92

TEAMING WITH TEXT

PURPOSE: This project will modify a successful computer-network innovation, English Natural Form Instruction, for deaf students ages 11 to 15.
METHOD: The project will integrate successful ENFI practices into the whole-language curriculum at Kendall Demonstration Elementary School (KDES). KDES teachers will be able to identify the specific ENFI activities to observe and test during the TWT Project. A graduate student and the Program Director will observe the replication pilot.
ANTICIPATED PRODUCTS: The project will result in a set of identified, workable and successful ENFI practices for the target age group; an evaluation of those practices and a description of how they were integrated into the whole-language curriculum; a replication plan; and material for dissemination and training.

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PROJECT NUMBER	GRANT NUMBER
H023D00003	H023D00003
BEGINNING DATE	ENDING DATE
09/01/90	08/31/93

RESEARCH ON GENERAL EDUCATION SOCIAL STUDIES OR LANGUAGE ARTS CURRICULA

PURPOSE: This project will analyze general education curricula in social studies for K-8 to gain a clearer understanding of the scope, sequence, and presentation of content that produce effective learning in mainstream students.
METHOD: Implementation of the program will include identification, collection and analysis of commonly used mainstream social studies curricula, and analysis of a variety of teachers' beliefs and practices regarding social studies instruction in a number of K-8 classrooms. Identification of characteristics of students with learning disabilities that facilitate or impede their successful integration into mainstream social studies classes at elementary and middle school levels and their successful mastery of the social studies content presented in those classes.
ANTICIPATED PRODUCTS: Development and field testing of a set of guidelines/prototype units of instruction for social studies content. Dissemination of the final set of guidelines/prototype units related to regular

education social studies in grades K-8 to textbook publishers, school district textbook adoption committees, and teachers.

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PROJECT NUMBER	GRANT NUMBER
H023C00058	H023C00058
BEGINNING DATE	ENDING DATE
08/01/90	07/31/93

DEVELOPING EFFECTIVE LEISURE/RECREATION PATTERNS FOR HANDICAPPED YOUTH AND YOUNG ADULTS RESIDING IN ALTERNATIVE COMMUNITY LIVING SETTINGS

PURPOSE: This project will develop effective leisure/recreation patterns for handicapped youth and young adults residing in alternative community-based living facilities (group homes).
METHOD: A trained observer will visit the selected group home and observe the day-to-day living situation, resident activity and patterns to gain a holistic understanding of the climate, social interactions, habits and problems of the residents; observations will be recorded using qualitative research methods.
ANTICIPATED PRODUCTS: Each group home will be provided with an individualized LLS Curriculum Guide and Resource Kit outlining basic principles of self-efficacy, leisure-efficacy and transitioning; recommended leisure learning curricular units and lesson plans; customized community resource guide; LLS Personalized Time Diary for each resident; and a Leisure Opportunities Quick Reference Guide for each resident.

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COLLEGE OF EDUCATION
DIVISION OF SPECIAL EDUCATION
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TUCSON, AZ 85721 602-621-3299

PROJECT NUMBER	GRANT NUMBER
H023B00025	H023B00025
BEGINNING DATE	ENDING DATE
08/20/90	08/19/91

CHARACTERISTICS AND EXPERIENCES OF LEARNING DISABLED LIMITED ENGLISH PROFICIENT AND BILINGUAL CHILDREN

PURPOSE: This project will conduct a comparative study of LD Hispanic LEP students and LD Hispanic bilingual students with regard to their language of instruction in reading and other selected educational variables.
METHOD: Educational variables that best predict language group membership will be identified. The relationship between student's degree of continuity of language of instruction and their reading achievement, and the relationship between students degree of continuity of language of

instruction and language group membership, will be determined.
ANTICIPATED PRODUCTS: Products include the student researcher's dissertation, research articles submitted to special education and bilingual education professional journals, national presentation, and a final report presented to the funding agency.

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PROJECT NUMBER	GRANT NUMBER
300-87-0155	300-87-1055
BEGINNING DATE	ENDING DATE
09/30/87	09/29/91

TECHNICAL ASSISTANCE IN DATA ANALYSIS, EVALUATION, AND REPORT PREPARATION

PURPOSE: This project assists OSEP in preparation of the Annual Report to Congress on the implementation of the Education for All Handicapped Children Act, (EHA).
METHOD: The project assists OSEP in developing the capacity to collect and analyze data for reporting, program planning, and evaluation. It conducts issue-oriented analyses to be used by Federal, State and local policy makers to support decisions regarding policy making and implementation. It assists states in building data collection capacity and performing evaluations of the impact and effectiveness of services provided under EHA. The project also facilitates information exchange among special educators to discuss common concerns and goals. Finally, it obtains and analyzes data from multiple sources for reporting the status of EHA implementation and the impact and effectiveness of EHA implementation.
ANTICIPATED PRODUCTS: The project produces data analyses and tables for inclusion in the Annual Report to Congress and works with OSEP in the development of the report.

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INSTITUTE FOR THE STUDY OF
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PROJECT NUMBER	GRANT NUMBER
H023C80031	H023C80031
BEGINNING DATE	ENDING DATE
08/01/88	07/31/91

EVALUATION OF THE IMPACT UPON FAMILIES AND HANDICAPPED INFANTS OF A PROGRAM OF INCENTIVES TO ENCOURAGE UTILIZATION OF EARLY INTERVENTION SERVICES BY INNER CITY MINORITY FAMILIES LIVING IN POVERTY

PURPOSE: The project is designed to evaluate the extent to which a system of incentives, which provides concrete support to low-income families

with handicapped infants, can increase family participation in early intervention services. Individual stresses and needs of families which create barriers to their utilization of the services will be identified.
METHOD: The experimental condition, derived from a strategic family therapy model, will offer incentives to parents, and will be compared to a control condition where incentives are not involved. Measures provided by mothers and infants will be taken, and analyses of covariance will be conducted.
ANTICIPATED PRODUCTS: Dissemination of findings will utilize traditional avenues of presentations and publication to professional societies. In addition, findings will be disseminated through the Chicago Consortium of Early Intervention Service Providers and through the Infant Intervention Caregiver Training Program of the College of Education - University of Illinois at Chicago.

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PROJECT NUMBER	GRANT NUMBER
H180P00015	H180P00015
BEGINNING DATE	ENDING DATE
10/01/90	09/30/92

SOFTWARE AUTHORING SYSTEMS TO ENHANCE COGNITIVE AND LINGUISTIC DEVELOPMENT OF INFANTS AND YOUNG CHILDREN WITH HANDICAPS

PURPOSE: This project will test, refine, and disseminate a previously developed and laboratory-tested software system, contingency intervention (CI), and to design, implement, and evaluate a complementary authoring software system, Sensori Motor Intervention for Language Enablement (SMILE).
METHOD: The CI system will be tested at six early intervention programs in Chicago. For SMILE, the prototype authoring systems will be enriched in breadth-first, rather than depth-first, fashion to ensure that each prototype is sufficient to create example learning tasks. Apple's Hyper-Card system has been chosen for the development environment. SMILE is intended to provide early intervention practitioners with a means to develop learning tasks for children with disabilities which bridge the gap between causal awareness (as facilitated by CI) and adaptive/augmentative communication devices.
ANTICIPATED PRODUCTS: Products will be two software systems designed for use by early intervention practitioners, CI and SMILE.

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PROJECT NUMBER	GRANT NUMBER
H023C90157	H023C90157
BEGINNING DATE	ENDING DATE
09/01/89	08/31/92

NATIONAL STUDY OF THE IMPLEMENTATION OF L.R.E. POLICY

PURPOSE: This project will identify the variables which contribute to differential implementation of the LRE policy across and within states. **METHOD:** Six states will be selected that are representative of differing implementation approaches to the LRE policy. Qualitative study will be framed by a focus on contextual variables, organizational variables, values and beliefs, and governance and financial variables. Data will be collected at state and local levels through interviews and document analysis. These data will be analyzed to identify variables contributing to differential implementation approaches. **ANTICIPATED PRODUCTS:** Project outcomes and processes will be submitted to professional journals and presented at regional and national conferences. The final report will be disseminated through national target organizations.

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PROJECT NUMBER	GRANT NUMBER
H023M80008	H023M80008
BEGINNING DATE	ENDING DATE
08/01/88	07/31/91

RESEARCH ON THE INTEGRATION OF STUDENTS WITH SERIOUS EMOTIONAL DISTURBANCE FROM CENTENNIAL SCHOOL: A STATE APPROVED PRIVATE SCHOOL

PURPOSE: The goal of this project is to integrate private school students with serious emotional disturbances into public school by replicating a comprehensive, ecological private school model in a public school setting. A primary feature of the proposed transitional model is that it addresses both the social and academic integration needs of the students. **METHOD:** Comparison will be made between students selected for integration and those inappropriate for integration on measures of academic achievement, problem behavior, and selected social/familial variables. Comparisons will be made on multiple variables between a year in the segregated facility and the first year in an integrated general education setting for two groups of high school students: those with an academic priority and those with a life skills priority currriculum. The longitudinal effects of integration on service delivery and student outcome measures will be evaluated. A feasibility study will be conducted on the potential for area school districts to replicate the private school services.

ANTICIPATED PRODUCTS: The project will develop a model for serving seriously emotionally disturbed students in a general education setting. Specific products will include a set of research reports, manuscripts for publication, national presentations, and workshops for administrators and teachers to disseminate project findings.

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PROJECT NUMBER	GRANT NUMBER
H159C00004	H159C00004
BEGINNING DATE	ENDING DATE
10/01/90	09/30/95

NATIONAL CENTER ON ASSESSMENT OF OUTCOMES FOR CHILDREN AND YOUTH WITH DISABILITIES

PURPOSE: This project will improve the assessment of educational outcomes for children and youth with disabilities.

METHOD: The University of Minnesota will establish a center which will engage in six major activities: (1) engage in ongoing characterization of outcomes assessment practices in special education on a state-by-state basis; (2) develop a conceptual model for a comprehensive, national system of outcome indicators (CSI); (3) identify and implement procedures for information exchange about the developing CSI system; (4) identify, prioritize, and generate solutions to technical and implementation issues in evaluating state and national outcomes; (5) design and implement an ongoing strategic planning process for advancing development of the CSI; and (6) identify and conduct analyses on extant data bases that correspond to the conceptual framework of the CSI. The approach will be interdisciplinary, and there will be networking both within the Center and between the Center and educators and the disability community.

ANTICIPATED PRODUCTS: A National Center on Assessment of Outcomes for Children and Youth with Disabilities, established at the University of Minnesota, will enable the development of a comprehensive system of outcomes indicators to proceed in a systematic way to address the needs of all stakeholders and to integrate the system into training, research-related activities, and national dissemination efforts.

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PROJECT NUMBER	GRANT NUMBER
H023K00017	H023K00017
BEGINNING DATE	ENDING DATE
09/01/90	08/31/95

DROPOUT PREVENTION AND INTERVENTION PROGRAMS FOR JUNIOR HIGH SCHOOL STUDENTS IN SPECIAL EDUCATION

PURPOSE: This project will develop and field test interventions to support junior high school aged students with handicaps who are at risk of dropping out of school and to increase the holding power of the schools they attend. **METHOD:** Interventions will be directed toward the family, home, school and community. Comprehensive strategies in each area will be integrated to meet individual students' needs. Three phases will be followed; Intervention Refinement, Intervention Implementation, and Final Follow-up including Dissemination. Two groups of students in each school will participate in interventions over a two-year period. **ANTICIPATED PRODUCTS:** Direct benefits are expected for students participating in the project, in terms of reduced risk of dropping out, greater school achievement, and improved relationships with school, home, and community.

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PROJECT NUMBER	GRANT NUMBER
H023T80024	H023T80024
BEGINNING DATE	ENDING DATE
09/01/88	08/31/92

SELF-EFFICACY INTERVENTION RESEARCH

PURPOSE: Using a social learning theory model, the project proposes to identify effective intervention strategies to help learning-disabled youngsters become self-efficacious and to reduce their acquisition of negative self-concepts and maladaptive attributions, and to help children at high risk for school failure and poor self-efficacy. **METHOD:** Cross-sectional and longitudinal intervention studies will be conducted with K-3 at-risk children prior to their having been identified as learning disabled, and with fourth through sixth grade youngsters labeled as learning disabled who demonstrate maladaptive self-perceptions. **ANTICIPATED PRODUCTS:** A self-efficacy intervention package for teachers, parents, and other professionals.

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PROJECT NUMBER	GRANT NUMBER
H180B90022	H180B90022
BEGINNING DATE	ENDING DATE
10/01/89	09/30/91

ASSESSING THE TRANSITION SKILLS OF DEAF ADOLESCENTS WITH INTERACTIVE VIDEODISC TECHNOLOGY: AN EXAMINATION OF ADMINISTRATION AND RESPONSE FORMATS

PURPOSE: This grant builds on a previous field-initiated research study that developed a measure of transition skills for deaf students using a group administered, signed videotape administration (the Transition Competence Battery for Deaf Adolescents and Young Adults, the TCB-D). The current project will put the instrument into a videodisc format to allow it to be easily used in school settings. The psychometric characteristics of different administration approaches (group vs. individual) and response formats (true/false vs. multiple choice) will be examined.

METHOD: Two subtests from the TCB-D will be adapted to four different administration and response formats and administered to 240 to 320 deaf adolescents in mainstream and residential schools throughout the country. A 2x2x2 quasi-experimental design will be followed.

ANTICIPATED PRODUCTS: The results of the investigation will be summarized and disseminated through publications and presentations.

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PROJECT NUMBER	GRANT NUMBER
H023C90020	H023C90020
BEGINNING DATE	ENDING DATE
11/10/88	10/09/91

COMPREHENSIVE LEISURE EDUCATION PROGRAMS FOR HANDICAPPED CHILDREN, SCHOOLS, FAMILIES, AND THE COMMUNITY

PURPOSE: The project will develop and test a leisure education program for elementary students with handicaps. Investigators expect to determine: (a) whether the leisure program helps in development of leisure awareness, clarification of leisure values, skill development and independence; (b) the role and importance of home and community cooperation and follow-through; and (c) the effectiveness of this program in enhancing social integration.

METHOD: The program and six research instruments will be pilot tested using

a pre/post control group design. In Phase 2, 80 elementary students with disabilities will be randomly assigned to two treatment and two control groups (20 students each). Solomon Four Group design will be followed. In addition, a single individual from each group will be observed and interviewed for longitudinal case studies.
ANTICIPATED PRODUCTS: Dissemination of research results; information booklets for consumers, families or care providers, teachers, and community leisure service agencies; a model program of comprehensive leisure education that involves the school, home, and community.

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PROJECT NUMBER	GRANT NUMBER
RS90087005	RS90087005
BEGINNING DATE	ENDING DATE
09/14/90	09/13/91

A DECENTRALIZED, FOCUSED LEARNING INSERVICE MODEL WITH COMPUTERIZED ASSESSMENT AND RECORD KEEPING

PURPOSE: This project will develop a model for meaningful inservice training for educators of handicapped children.
METHOD: Major components of the model are the development of focused content modules for specialized skill improvement, replacement of centralized inservice with self-paced study, and automated program monitoring and record keeping. Phase 1 verified acceptance and feasibility of the proposed model. Phase 2 will develop integrated focused content training modules incorporating videotape, programmed texts, and computer presented material. The project will develop administrative record keeping software for automatic interfacing with training modules, implement the self-paced model in three pilot districts for a one-year field test, and evaluate the learning modules, software, and the model itself for Phase 3 marketing.
ANTICIPATED PRODUCTS: A new inservice delivery model will be available to districts. It will afford focused content training modules, high employee satisfaction, software for accurate and efficient record keeping, and cost savings for districts.

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PROJECT NUMBER	GRANT NUMBER
H159B00001	H159B00001
BEGINNING DATE	ENDING DATE
10/01/90	09/30/93

STUDY OF ANTICIPATED SERVICES FOR STUDENTS WITH HANDICAPS EXITING FROM SCHOOL

PURPOSE: This project will develop and test a microcomputer-based expert system to convert the individually-based Student Performance Indicator Instrument (SPII) data into aggregate projections of anticipated services for exiting students that could be used by adult agencies to plan the type and extent of the services needed by youth with handicaps.
METHOD: The approach features a Delphi process to inform knowledge engineering for the system, tryout and revision cycles with end-users beginning with the earliest system prototype, and Beta testing by end-users in the field and in AIR's Usability Test Laboratory. Data from early evaluations of the system will be used to refine the SPII prior to field testing, and analyzed results from evaluations of the system will be used to refine the list of services and definitions currently used by States for Federal reporting of anticipated services data. SPII data will be obtained for 1000 students in 10 states, with adequate representation under each handicapping condition.
ANTICIPATED PRODUCTS: A final version of the SPII that will be reliable and valid for its intended purpose and will meet the information needs of the expert system.

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PROJECT NUMBER	GRANT NUMBER
H023D90007	H023D90007
BEGINNING DATE	ENDING DATE
10/01/89	09/30/92

IMPROVING THE K-8 MATHEMATICS CURRICULUM TO BENEFIT HANDICAPPED STUDENTS

PURPOSE: The project will analyze the general education mathematics curricula for grades K-8 and develop alternative approaches to teaching mathematics to students with disabilities in regular education classes.
METHOD: Existing basal math curricula will be described and analyzed and alternative approaches developed. Research on the implementation and refinement of curriculum evaluation and adaptation procedures in nine school districts across the nation will be conducted. Research activities will also include major commercial publishers of math texts. The project will field test and refine tools and procedures for enhancing the development of math curricula by major publishers as well as techniques to enhance the evaluation and adoption of curricula by school districts.
ANTICIPATED PRODUCTS: The project will produce guidelines for development, adoption, and modification of math curricula to better meet the needs of handicapped students. It will also conduct a workshop on empirically-oriented approaches to developing, selecting and modifying math texts.

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PROJECT NUMBER	GRANT NUMBER
H024J80003	H024J80003
BEGINNING DATE	ENDING DATE
09/01/88	08/31/91

VALIDATION OF A CLASSROOM SURVIVAL SKILLS INTERVENTION PACKAGE: MEASURING SHORT- AND LONG-TERM EFFECTS ON YOUNG CHILDREN WITH HANDICAPS

PURPOSE: This project will examine the short- and long-term effectiveness of an intervention package aimed at facilitating the transition from special preschool to general elementary grade classrooms. The package focuses on the specific survival skills identified by teachers as critical for functioning in primary general education classrooms: the abilities to participate in classroom groups, make transitions between activities, and to work independently on teacher-assigned tasks.
METHOD: In the first segment of the project, three instructional modules, each addressing one of the survival skills and each previously validated separately, will be evaluated as they are used together, for their unique and combined effects. In the study's second segment, the generalization and maintenance of these skills will be measured and the characteristics of the next environment that most contribute to generalization and maintenance of these effects will be assessed. Subjects will be two cohorts of 72 four- and five-year-old children, mildly to moderately developmentally delayed, from a single early education center.
ANTICIPATED PRODUCTS: A refined survival skills intervention package, and preschool and kindergarten teachers trained to implement a classroom survival skills intervention.

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PROJECT NUMBER	GRANT NUMBER
H023B00043	H023B00043
BEGINNING DATE	ENDING DATE
09/01/90	12/31/91

PROMOTING TRANSFER OF ACADEMIC SKILLS IN MAINSTREAMING THROUGH RECRUITMENT OF CONTINGENT PRAISE TRAINING

PURPOSE: This project will validate the TRANSFER program for promoting the generalization of academic support skills of students with behavior disorders in mainstream classes.
METHOD: The project will evaluate the effects of the self-assessment component of TRANSFER in establishing academic support skills. It will also examine the effectiveness of recruitment of teacher praise by students in

promoting academic support skills in regular classroom settings across time. The project will determine the degree to which the intervention is judged usable and successful by the participating classroom teachers. Students will be randomly selected from six self-contained classrooms for elementary students with behavioral disorders in Kansas public school districts that represent a varied sample of socioeconomic and racial norms.
ANTICIPATED PRODUCTS: The primary outcome will be the validation of an intervention package to facilitate the successful mainstreaming of students with behavioral disorders. The results will advance knowledge about environmental assessment and recruitment of teacher praise. Information will be disseminated through university courses, published papers, and an intervention manual.

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PROJECT NUMBER	GRANT NUMBER
H023C90123	H023C90123
BEGINNING DATE	ENDING DATE
08/01/89	07/31/92

COMPUTATION RESEARCH OF INTERVENTION

PURPOSE: This project will conduct a programmatic inquiry concerning arithmetic computation on whole numbers among mildly handicapped children.
METHOD: The project will focus on: (1) the acquisition of a developmental database that will examine growth across ages and determination of the variability that exists among response patterns of children at different ages; (2) development of a procedure for the diagnosis of children who manifest the most severe deficits in arithmetic computation; (3) comparison of effectiveness of two approaches to instruction and curriculum organization in arithmetic computation; (4) the study of the extent to which children can develop their own materials/files and use these in microcomputer activities.
ANTICIPATED PRODUCTS: A database on developmental traits of mildly handicapped children in arithmetic computation, a diagnostic protocol for appraisal specialists, a set of instructional procedures such that any operation on whole numbers can be taught independent of any other operation, and a program of microcomputer routines to demonstrate a child's proficiency.

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PROJECT NUMBER	GRANT NUMBER
H023C90117	H023C90117
BEGINNING DATE	ENDING DATE
06/01/89	05/31/92

RESEARCH ON THE EFFECT OF HOME-INTERVENTION FOR FAMILIES OF HANDICAPPED CHILDREN

PURPOSE: This project will provide research data on the effects of home-based interventions on hearing-impaired children and their families.
METHOD: The following studies will be completed: (1) A longitudinal panel study will compare groups of children who received home intervention to control groups and to national data on hearing-impaired children who were tested before the introduction of home programs; (2) Child gains in receptive and expressive language will be studied with the help of the SKI*HI data bank; (3) The SKI*HI adoption site will use past files to determine by which method each child's impairment was identified, and when; (4) Demographic data files will be analyzed to determine relationships between these factors and childrens' receptive and expressive language scores.
ANTICIPATED PRODUCTS: Six research articles will be submitted to professional journals, with summaries of each report published in the SKI*HI newsletter. Each completed monograph will be published in the SKI*HI series. The Project Director and Research Director will both submit papers for presentation.

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PROJECT NUMBER	GRANT NUMBER
H023C90068	H023C90068
BEGINNING DATE	ENDING DATE
07/01/89	06/30/93

VOCATIONAL ASSESSMENT OF STUDENTS WITH HANDICAPS

PURPOSE: This project will determine how effectively vocational assessment services are currently provided to students with disabilities enrolled in secondary and post-secondary vocational education programs. It will also examine the relative effectiveness of the Curriculum-Based Vocational Assessment approach.
METHOD: From four to eight individuals from five of ten schools currently serving students with disabilities will be trained in CBVA techniques for each of the first two project years. Training and technical support will span six months, followed by multiple measures of program impact over an extended time. The overall method is an extended Solomon Four Group design through which all schools will receive assistance in CBVA techniques, but on a staggered schedule allowing for precise measurement of variance in dependent measures associated with pre-intervention baseline data-collection procedures.
ANTICIPATED PRODUCTS: Research processes and findings shall be disseminated during each project year at state, regional, and national levels.

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PROJECT NUMBER	GRANT NUMBER
H023C80140	H023C80140
BEGINNING DATE	ENDING DATE
08/01/88	07/31/91

MILDLY HANDICAPPED CHILDRENS' ADJUSTMENT TO MAINSTREAMING: AN ECOLOGICAL STUDY

PURPOSE: The project proposes to extend past research on mainstreaming of mildly handicapped (MH) children by providing a more comprehensive analysis of the foundations of personal-social competence in MH children.
METHOD: The project is a developmental study, using a cohort-sequential design to observe normal and MH children from ages 8-14 during a 3-year period. The study acknowledges the various social ecologies of the child and focuses on both school and nonschool contexts. It uses a multitrait multimethod approach with multiple indices of constructs in the academic and social domains. The study will generate descriptive and inferential data which will be analyzed by both univariate and multivariate procedures.
ANTICIPATED PRODUCTS: Knowledge about the dynamics and outcomes of mainstreaming, understanding of the complex influences on MH children's adjustment to mainstreaming, and insights into effective mainstreaming practices.

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PROJECT NUMBER	GRANT NUMBER
H023C80008	H023C80008
BEGINNING DATE	ENDING DATE
09/01/88	08/31/91

(NON)VERBAL BEHAVIOR OF YOUNG STUTTERERS AND THEIR MOTHERS

PURPOSE: This project will obtain objective information regarding the non-verbal and verbal behaviors of mothers and their young (aged 2-7) stutterers during these youngsters' stutterings.
METHOD: Structured conversations between stutterers and their mothers will be audio-videotaped and analyzed to determine number and nature of each mother's and her child's (non)verbal behavior during the conversation. The findings will be compared with similar observations of a control group of normally fluent youngsters and their mothers.
ANTICIPATED PRODUCTS: The project will lead to: (1) publication of data-based scientific articles in peer-reviewed journals, (2) presentations at various scientific and professional conferences and meetings, and (3) a

commercially available 20-minute educational/training film depicting results and examples of typical mother-child nonverbal behavior during stuttering.

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PROJECT NUMBER	GRANT NUMBER
H159A90006	H159A90006
BEGINNING DATE	ENDING DATE
07/02/90	12/31/91

EVALUATION OF CROSS CATEGORICAL PROGRAMS FOR STUDENTS WITH MODERATE AND SEVERE HANDICAPS

PURPOSE: The Kansas State Department of Education will evaluate the program effectiveness and impact of cross categorical groupings for service delivery to students with moderate and severe handicaps. Personnel preparation needs for teachers of cross categorical groups will be investigated.
METHOD: Student, teacher, parent, and service data will be collected to compare categorical and cross categorical programs. Teacher background and perception data will be gathered to assess training needs.
ANTICIPATED PRODUCTS: The project will produce recommendations for regulatory changes regarding categorical vs. cross categorical service delivery, changes in personnel preparation practices and teacher certification, and in the provision of in-service technical assistance.

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PROJECT NUMBER	GRANT NUMBER
H023C00017	H023C00017
BEGINNING DATE	ENDING DATE
09/01/90	08/31/94

BUILDING A MODEL FOR TRAINING SED ADOLESCENTS TO USE AND GENERALIZE VERBAL SOCIAL SKILLS

PURPOSE: This project will conduct research directed toward determining which training procedures lead to effective acquisition and generalization of social skills.
METHOD: The effectiveness and efficiency of five training procedures will be determined, a comprehensive training model for teaching social skills to SED adolecsents will be developed and evaluated. Six studies will be conducted over a 4-year period in public middle and junior high schools.
ANTICIPATED PRODUCTS: The training model will train SED adolescents in necessary social skills.

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PROJECT NUMBER	GRANT NUMBER
023HH70035	G008730148
BEGINNING DATE	ENDING DATE
08/01/87	07/30/91

DEVELOPMENT AND VALIDATION OF INTERVENTIONS TO ENHANCE THE INSTITUTIONALIZATION OF LEARNING STRATEGY INSTRUCTION

PURPOSE: The project will develop and validate the materials and procedures necessary to ensure implementation and institutionalization of the Learning Strategies Curriculum, a curriculum for secondary age students with learning disabilities which focuses on acquisition (word identification, paraphrasing, self-questioning); storage (mnemonics, paired associates, listening and note-taking), and expression (sentence and paragraph writing, error monitoring, test-taking).
METHOD: The project will identify barriers that impede implementation, identify potential interventions to overcome the barriers, specify and develop intervention procedures, measure intervention effectiveness, modify and refine intervention procedures, and disseminate information about the interventions to staff developers, including the national network of trainers established by the Kansas Institute for Research on Learning Disabilities. Teachers will be trained in the curriculum and in using the interventions. Several studies within and across the years will examine the identified barriers and strategies and allow for observation of the insititutionalization process.
ANTICIPATED PRODUCTS: In addition to training approximately 80 teachers who will be involved in the research, the project will yield answers to questions about implementation of the curriculum, provide data about the effectiveness of interventions to overcome barriers to implementation, and produce more general information about barriers to research implementation and strategies to overcome them.

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PROJECT NUMBER	GRANT NUMBER
H023B00011	H023B00011
BEGINNING DATE	ENDING DATE
08/01/90	07/30/91

EVALUATION OF AN INTERVENTION TO PROMOTE THE INTRINSIC MOTIVATION OF STUDENTS WITH LEARNING DISABILITIES

PURPOSE: This project will determine if students with learning

disabilities, through a carefully constructed self-analysis of their belief system (needs, principles, and rules), can exercise control over their behavior that, in turn, results in positive outcomes.
METHOD: Two research studies will be conducted in this investigation:
1) students with learning disabilities will be asked to describe their beliefs regarding their ability to perform in academic situations.
2) a control strategy will be developed to teach learning disabled adolescents a process that will enable them to identify and change dysfunctional belief systems.
ANTICIPATED PRODUCTS: This study will begin the formation of a database on the feelings, thoughts, and beliefs of students with learning disabilities, and contribute to the validation of an intervention routine.

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PROJECT NUMBER	GRANT NUMBER
H023C00062	H023C00062
BEGINNING DATE	ENDING DATE
10/01/90	09/30/95

EFFICACY OF EARLY INTERVENTION: LONG TERM EFFECTS

PURPOSE: This project will assess long-term effects of early intervention with a group of 750 handicapped, retarded, and developmentally at-risk infants and toddlers who participated in the Family, Infant, and Preschool Program (FIPP) in Morgantown, North Carolina from 7/1/1972-7/1/1988; these children are now aged 10-15 years.
METHOD: The project will employ a conceptual framework and analytic methodology that permits both a more explicit definition of efficacy and the adoption of a paradigm that allows the identification of the determinants of behavior change.
ANTICIPATED OUTCOMES: The research will produce a sizeable database containing the following types of information: defined variables related to the effects of early intervention and findings that could be used for policy and placement decisions. Other outcomes will be a monograph summarizing the research, presentations at conferences, and publications in newsletters and journals.

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PROJECT NUMBER	GRANT NUMBER
H023C00079	H023C00079
BEGINNING DATE	ENDING DATE
09/01/90	08/31/93

FIRST DECADE AFTER GRADUATION: QUALITATIVE ANALYSIS OF POST-SCHOOL

OUTCOMES FOR 1985 AND 1990 GRADUATES

PURPOSE: This project will examine how variables such as special education classification, socio-economic status, and personal factors interact during the 5 to 10 years after high school. It will also suggest ways the key variables could be manipulated in secondary school programs to increase the likelihood of a special education student making a successful transition to an adult occupation and lifestyle.
METHOD: Qualitative methods will be used in case-control studies to examine the interactions of factors that are not captured in strictly quantitative data. Logistic regression analysis will integrate quantitative and demographic data to develop a prediction equation for special needs students, and a computer simulation program will model outcomes dependent on key variables.
ANTICIPATED PRODUCTS: Areas of need typical of young people within disability groups will be revealed. The program will develop simulation models and data-based guidelines for program changes in special education.

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PROJECT NUMBER	GRANT NUMBER
300-87-0115	300-87-0115
BEGINNING DATE	ENDING DATE
10/01/87	09/30/91

INFORMATION CENTER FOR SPECIAL EDUCATION TECHNOLOGY

PURPOSE: This project provides information on special education technology to meet the information needs of those who develop, publish, distribute, and use technology in the education of students with disabilities.
METHOD: The center will provide different types of information using a variety of dissemination mechanisms to meet the needs of these groups. For broad information needs, the center will provide information on technology products in special education, advances and their applications, and trends in technology use.
ANTICIPATED PRODUCTS: The Center will produce syntheses and articles, database search and synthesis services, electronic bulletin boards, a taped message service, and a toll-free telephone hotline.

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PROJECT NUMBER	GRANT NUMBER
H023B00052	H023B00052
BEGINNING DATE	ENDING DATE
09/01/90	12/29/92

MORAL DEVELOPMENT AND TEACHERS' LEVEL OF TOLERANCE FOR STUDENT DEVIANCE

FROM THE BEHAVIORAL NORM

PURPOSE: This project will explore the relationship between regular education teachers'cognitive moral reasoning and their degree of tolerance for student deviation from the behavioral norms of the classroom. **METHOD:** The Defining Issues Test (DIT) will be administered to 30 middle school teachers from Dedham and Braintree, Massachusetts. After obtaining P scores from the DIT, the same group will be given an adapted version of the Disturbing Behavior Checklist. It will then be determined whether there is a correlation between the subjects' level of moral development as assessed by the DIT, and their level of tolerance for behavioral deviation in an integrated classroom. **ANTICIPATED PRODUCTS:** Results of this study will, through item analysis and modified interview questions, yield a revised instrument for rating teacher tolerance for deviance in the classroom.

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PROJECT NUMBER	GRANT NUMBER
H023N00017	H023N00017
BEGINNING DATE	ENDING DATE
04/01/90	03/30/93

DEVELOPMENT OF AN EXPERT SYSTEM TO ACCESS AND INCREASE SOCIAL COMPETENCE OF STUDENTS WITH HANDICAPS

PURPOSE: This project will develop a microcomputer-based expert system that will aid teacher assistance teams in assessing and improving the social competence of handicapped elementary school students. **METHODS:** A feasibility/design study will be conducted to identify the expectations members of teacher assistance teams have for an expert system. Decision rules that describe best practices in the assessment of social competence and the development of treatment plans will be incorporated into the system. The system will help users develop appropriate treatment plans, and it will have the capacity to provide a list of relevant intervention materials, or curricula. **ANTICIPATED PRODUCTS:** A training package will also be developed that will use the system to help users gain expertise in making assessment and intervention decisions about student social competence.

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PROJECT NUMBER	GRANT NUMBER
H159A00005	H159A00005
BEGINNING DATE	ENDING DATE
10/01/90	09/30/92

LINKING COSTS TO MULTIATTRIBUTE OUTCOMES IN SPECIAL EDUCATION: PROGRAMS FOR LEARNERS WITH HANDICAPS

PURPOSE: This project plans to establish procedures and a methodology for documenting and accurately reporting special education expenditures for students with low incidence handicapping conditions at the local level in relationship to accurate resource usage and for evaluating the cost effectiveness of special education programs.
METHOD: The Unique Learner Needs Section of the Minnesota Department of Education, in cooperation with the University of Minnesota's Institute on Community Integration, proposes a study of select special education services which includes: (1) the design of procedures and a methodology for analyzing and accurately reporting cross-program and inter-district costs for serving students with low incidence handicapping conditions; (2) development of a multi-attribute measurement and evaluation process that gathers quantitative and qualitative criteria and attributes associated with the goals and outcomes of special education; (3) a comprehensive analysis of the relationship between the measured attributes and utility of special education services and their related costs across programs and districts; and (4) dissemination of information to relevant audiences.
ANTICIPATED PRODUCTS: A comprehensive report will be produced that provides a complete description of the procedures and research results, and the implications of these results for design, measurement, and analysis of special education expenditures and outcomes.

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PROJECT NUMBER	GRANT NUMBER
H023F80027	H023F80027
BEGINNING DATE	ENDING DATE
09/01/88	08/30/92

MODEL SCHOOL DEVELOPMENT FOR EDUCATING STUDENTS WITH HANDICAPS IN GENERAL EDUCATION SETTINGS

PURPOSE: The project will develop, implement, and evaluate a model bringing together general and special education professionals at the building level to engage in problem-solving and strategy development for educating handicapped students in general education settings.
METHOD: At one elementary and one high school, ten general and special education professionals will meet weekly for 90-minute problem-solving sessions concerning school organization, professional development, family-school collaboration, the learning environment, instructional technology, and curriculum-based assessment. After one year, these schools will implement the models they have developed and provide a similar plan to another elementary and high school. Measures of student achievement, self-concept, teacher concerns, parent involvement, instructional environment, and normative indicators will be compared for the schools.
ANTICIPATED PRODUCTS: A manual for replicating the planning model and case studies of each of the four institutions.

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PROJECT NUMBER
H023C90064
GRANT NUMBER
H023C90064
BEGINNING DATE
10/01/89
ENDING DATE
09/30/92

ASSESSING SOCIAL BEHAVIOR IN COMMUNITY SETTINGS FOR ADOLESCENTS WITH SEVERE EMOTIONAL DISTURBANCE/BEHAVIOR DISORDERS

PURPOSE: There are few instructional materials for transition and community training for adolescents with severe emotional or behavioral disorders, and no practical, easily administered assessment tools to measure social competence in community settings. This project will develop two measures of community based social behavior: a knowledge-based test of social skills in living settings, and a parallel performance rating scale.
METHOD: An empirical process, The Behavior Analytic Model of Test Development, will be used to develop and standardize the tests using a nationally representative sample. Reliability, concurrent and construct validity will be established. Then, the study will identify the types of social problems that face students who are "internalizers" and "externalizers." Results will make it possible to tailor instructional programs to students' unique needs.
ANTICIPATED PRODUCTS: Publications, presentations, workshops, SpecialNet, and newsletters will be used to disseminate results.

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PROJECT NUMBER
H023C80155
GRANT NUMBER
H023C80155
BEGINNING DATE
10/01/88
ENDING DATE
09/30/91

DEVELOPMENT AND VALIDATION OF THE TEST OF SOCIAL SKILLS IN EMPLOYMENT FOR SECONDARY STUDENTS WITH SEVERE EMOTIONAL DISTURBANCE/BEHAVIORAL DISORDERS

PURPOSE: The project will develop an easily administered assessment tool designed specifically for severe emotionally disturbed/behavior disordered students, in order to measure social competence in the work setting.
METHOD: The test will be constructed by following the Behavioral-Analytic Model of Test Development. This process calls for the extensive analysis of the criterion behaviors (social/interpersonal skills) in the context in which they occur (the vocational setting). Extensive input will be

secured from individuals with SED/BD regarding the problems they experience at work, and competitive employers will be surveyed to specify the correct social responses to job-related social problems.

ANTICIPATED PRODUCTS: An easily administered, knowledge-based test with established reliability and validity, called the Test of Social Skills in Employment for Students with SED/BD.

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PROJECT NUMBER	GRANT NUMBER
H023F80005	H023F80005
BEGINNING DATE	ENDING DATE
11/01/88	10/31/92

REDESIGNING EDUCATION FOR ALL CHILDREN: PROJECT REACH

PURPOSE: This project will develop, implement, evaluate, and disseminate a school model for increasing the capacity of middle schools to accommodate diversity, including handicapped populations, within general education settings. Key components include classroom management strategies to increase academic learning time; mainstream assistance teams; specific interventions for modifying behaviors of problematic students; academic instructional interventions in language arts, mathematics, social studies, and science to provide appropriate learning opportunities for heterogeneous instructional needs; computer-managed, ongoing monitoring of academic performance; procedures for systematic reintegration of more moderately to severely handicapped pupils into less restrictive settings; standardized procedures for specifying IEP documents; a program to encourage active communication between parents and teachers and concrete parent involvement; and active staff coordination.

METHOD: In the first year, academic monitoring, mainstream assistance teams with social behavior programming and monitoring, and classroom management will be implemented, along with early planning for other components. In the second, third, and fourth years, the full model will be implemented. In the third and fourth years, the model will be transported to a second middle school site and evaluated for transportability. In addition, outcome reports will address the effects of the project on academic learning time, teachers' pedagogy, student achievement, progress toward IEP goals, referral rate, student awareness of learning and learning-related attributes, and attitudes toward the model.

ANTICIPATED PRODUCTS: A model packaged in a suitable format for widespread effective dissemination, training modules addressing the process of school-level change and of each intervention component of the model.

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PROJECT NUMBER	GRANT NUMBER
H023B00026	H023B00026
BEGINNING DATE	ENDING DATE
09/01/90	08/31/91

PEER MEDIATED READING INSTRUCTION IN SPECIAL EDUCATION RESOURCE SETTINGS

PURPOSE: The project will examine effects on reading fluency and comprehension with students identified as learning disabled when mediated by learning disabled peers in resource settings.
METHOD: The project will adapt two empirically supported reading methods, Repeated Readings and Classwide Peer Tutoring, for use with students. Peer-mediated reading techniques which are feasible for use with learning disabled students, and the effects of supplemental peer-mediated reading instruction on reading fluency will be examined. The effects of the methods will be compared. Subjects will be sixty 4th through 8th grade students identified as learning disabled with IEP objectives in reading.
ANTICIPATED PRODUCTS: Outcome measures will assess subjects' reading rate, comprehension of text, and performance on a commercial, standardized reading test.

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PROJECT NUMBER	GRANT NUMBER
H023E90020	H023E90020
BEGINNING DATE	ENDING DATE
10/01/89	09/30/93

PROACT: PLANNING, REVIEWING, AND ONGOING ASSESSMENT AMONG CLASSROOM TEACHERS

PURPOSE: This project will (a) determine how teachers collect and use student performance data in daily and long-range planning and (b) develop and field-test interventions that increase teacher skills, confidence, and motivation in planning, adapting, and individualizing instruction.
METHOD: Teacher practice will be investigated. Key variables in teachers' successful accommodations to handicapped students and the achievement of those students and their peers will be identified and quantified. These studies will investigate a conceptual model posed to explain teachers' accommodations. In Year 1, descriptive data will be collected. In Years 2-4, interventions will be made and their effects assessed. The interventions include peer tutoring/explicit teaching, social/task related cognitive behavior management strategies, and computerized curriculum-based measurement.

ANTICIPATED PRODUCTS: Research reports will be written to describe teachers' typical practices, the effects of the interventions, and the importance of each of the three interventions. The project will also produce improved curriculum based measurement software, improved explicit teaching procedures, improved peer tutoring structures, enhanced large group management strategies, and a training manual.

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PROJECT NUMBER	GRANT NUMBER
300-86-0114	300-86-0114
BEGINNING DATE	ENDING DATE
10/01/86	09/30/91

INFORMATION CENTER FOR SPECIAL EDUCATION MEDIA AND MATERIALS

PURPOSE: This project provides information to developers and publishers of special education media and materials in order to increase their availability, quality and use.
METHOD: To operate the information center, the project will (a) create a database of media and materials information organized by publisher and provide search services to product developers and educators, (b) collect and disseminate special education market information, (c) provide advice on market potential and legal issues to product developers and assist them in placement of thin market materials, (d) identify effective research-based instructional methods and provide practical reports to educators, and (e) conduct workshops for each major audience to improve the quality and use of special education media and materials.
ANTICIPATED PRODUCTS: In addition to the database and services, products include reports of market information and instructional strategies, and workshops.

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PROJECT NUMBER	GRANT NUMBER
023XH70002	G0087C3065
BEGINNING DATE	ENDING DATE
10/01/87	09/30/92

CAROLINA POLICY STUDIES PROGRAM INVESTIGATING THE IMPLEMENTATION OF P.L. 99-457 PART H

PURPOSE: This research program is designed to conduct descriptive and explanatory research studies on the policy development and implementation of P.L. 99-457, which provides for support for the delivery of services to infants and toddlers with handicaps and to their parents.
METHODS: The work will use a multidisciplinary approach since the law

itself touches upon so many facets of the child, family and service delivery community. As there is great diversity in States' progress towards implementation, individual States will be charted on a developmental implementation scale consisting of many elements so as to gain both a current portrait and a baseline for measuring future growth. The majority of efforts will be spent documenting success as a means of extracting the essence of that experience for the possible benefits of others.

ANTICIPATED PRODUCTS: A reliable database resulting in a comprehensive portrait of infants and toddlers with handicaps and their families; explanatory studies; and case studies.

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PROJECT NUMBER	GRANT NUMBER
H023C00124	H023C00124
BEGINNING DATE	ENDING DATE
08/01/89	07/31/92

SAFE ACTIVITIES FOR FUTURE ENVIRONMENTS (PROJECT SAFE)

PURPOSE: The project will develop a program for teaching safety skills to students with moderate and severe handicaps within the context of an activity training model in which exemplars are selected through a general case approach.
METHOD: Six studies teaching students to identify potentially dangerous social encounters and react appropriately will be conducted, as well as six studies teaching students to identify and react to potential dangers while performing functional, age-appropriate activities. An errorless learning procedure and simulations will be used for safe teaching of unsafe crises, and generalization of skills will be regularly assessed in the community.
ANTICIPATED PRODUCTS: Two manuals for teachers and other caregivers as well as one instructional module for teacher/parent trainers to better teach students with disabilities to function safely in community activities and settings.

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PROJECT NUMBER	GRANT NUMBER
H023F80018	H023F80018
BEGINNING DATE	ENDING DATE
09/15/88	09/14/92

INTEGRATING MINORITY HANDICAPPED STUDENTS INTO REGULAR EDUCATION: A STAFF DEVELOPMENT EMPHASIS

PURPOSE: This project will introduce teaching strategies and techniques systematically into the regular education classroom, primarily through professional development activities.
METHOD: Teachers will be provided with training in working effectively with handicapped students and other low-performing students. They will be taught strategies for academic and behavioral intervention, teacher-centered interventions, and school-based support interventions.
ANTICIPATED PRODUCTS: A case study and a detailed inservice course for use by mentor teachers and others will be produced.

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PROJECT NUMBER GRANT NUMBER
H023C80057 H023C80057
BEGINNING DATE ENDING DATE
10/01/88 09/30/91

PROACTIVE ROLE FOR THE RESOURCE CONSULTANT: COACHING TEACHERS IN EFFECTIVE TEACHING PRACTICE FOR MINORITY HANDICAPPED STUDENTS

PURPOSE: The project focuses on the use of special education teachers to assist classroom teachers in effectively instructing low-income, minority, learning-disabled students in the regular classroom. The project aims to provide high quality consultation and training to the regular classroom teacher based on empirical research on effective teaching of learning-disabled and other low-achieving students.
METHOD: A select cadre of special education teachers will be trained to coach classroom teachers in the use of critical teaching functions derived from research on effective teaching. Six studies are proposed. The initial studies utilize multiple baseline designs to evaluate the effects of the coaching model on classroom teachers' performance and student acquisition of skills, followed by development of a training model, a large scale evaluation of the model's implementation, a followup study of the lasting impact of the intervention, and a replication study. Each study will contain a qualitative case study component involving observations of the coaching process and interviews with all participating teachers.
ANTICIPATED PRODUCTS: The project will develop an empirically validated staff development model to help special educators assist classroom teachers in meeting the needs of learning-disabled students in their classes. A detailed inservice and observation guide will be produced, including a presenter's manual, observation forms, and formative measures. Findings will be presented in professional journals and at conferences.

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PROJECT NUMBER GRANT NUMBER
H023H00014 H023H00014
BEGINNING DATE ENDING DATE
09/15/90 09/14/93

THE LANGUAGE MINORITY STUDENT AND SPECIAL EDUCATION: A MULTI-FACETED STUDY

PURPOSE: This project will develop feasible strategies that improve the quality of instruction for language minority students receiving special education in the least restrictive environment.
METHOD: A case study will be developed to document program and service options provided to the target population. Twelve students, their families, and educators will be interviewed and observed to develop the ethnographic component. Intervention strategies will be developed for special educators and classroom teachers to use with mildly handicapped language minority students. Staff development materials based on a distillation of the interventions will also be developed.
ANTICIPATED PRODUCTS: Data that is immediately relevant to those providing services to language minority students, and the materials necessary to implement intervention, will be a result of the project.

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PROJECT NUMBER	GRANT NUMBER
H023C90055	H023C90055
BEGINNING DATE	ENDING DATE
07/01/89	06/30/92

SOCIAL LANGUAGE TRAINING FOR CHILDREN WITH MENTAL RETARDATION

PURPOSE: The project will evaluate a peer-mediated social skills training program for 6 to 9 year old students with mental retardation an adult-mediated social skills training program; and develop and evaluate a program that combines the features of both the peer and adult-mediated programs.
METHOD: Single subject experimental designs will be used throughout and evaluation of social language interactions will use a method that centers on direct analysis and videotaped conversations between individual subjects. The Early Childhood Social Skills Program will be modified for use with the subjects in this study.
ANTICIPATED PRODUCTS: Research report; modified social skills training programs.

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PROJECT NUMBER	GRANT NUMBER
H023B00028	H023B00028
BEGINNING DATE	ENDING DATE
09/01/90	09/01/91

GRAPHIC ORGANIZER AS AN AID IN FOSTERING COMPREHENSION OF EXPOSITORY TEXT

PURPOSE: This research study will assist in more appropriately fostering the comprehension of content area material by middle school students who have learning disabilities.
METHOD: The first phase consists of a descriptive study to gather information on traditional instruction in middle school social studies classrooms. The second phase is an experimental study in which traditional teaching sequences gathered from the descriptive study will be compared to a highly structured teaching sequence with graphic organizers used as an aid to the instruction. Comparisons will be made between and among groups to determine the effects of the instructional sequences on students' comprehension and information recall.
ANTICIPATED PRODUCTS: Training modules for teachers will be developed, and a series of teaching sequences on content material will help to improve recall and comprehension. The anticipated result will be more effective and efficient social studies programming in the classroom.

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PROJECT NUMBER	GRANT NUMBER
H180B00005	H180B00005
BEGINNING DATE	ENDING DATE
07/01/90	06/30/92

INTEGRATED, COMPUTERIZED SYSTEMS FOR ECO-BEHAVIORAL CLASSROOM OBSERVATION: ASSESSMENT TOOLS FOR SEA AND LEA PERSONNEL

PURPOSE: This project will develop a software product which would make observational assessment instruments in special education research available to LEA personnel responsible for assessment, placement, evaluation, school improvement, and research.
METHOD: The product will be based on existing software but converted and expanded into a user-friendly, state-of-the-art software system operating on laptop computers with hard-disk drives. The process will include needs analysis, product

development, field trial, product refinement, and marketing and dissemination.
ANTICIPATED PRODUCTS: The result will be a flexible and compatible laptop software system that makes accessible to LEA personnel the Code for Instructional Structure and Student Academic Response, Ecobehavioral System for Complex Assessments of Preschool Environments, and the Mainstreaming Version of CISSAR.

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EUGENE, OR 97403 503-346-3585

PROJECT NUMBER	GRANT NUMBER
H023C80131	H023C80131
BEGINNING DATE	ENDING DATE
05/01/88	04/30/93

RESEARCH ON A FOLLOW-ALONG STRATEGY FOR HANDICAPPED STUDENTS IN TRANSITION

PURPOSE: The project aims to conduct research on a follow-along model of transition services in order to identify those influences, both in school and during the early transition years, that are most likely to have an effect on the level of community adjustment that is experienced by disabled students when they leave school. Other purposes of the project are to document the current status of a sample of school leavers with disabilities in Oregon and to develop a follow-along strategy that can be implemented at the state and local level without the need for continuous project resources.
METHOD: A sample of school leavers, including 350 graduates and 250 drop-outs, will serve as research subjects and will be drawn from 23 communities. Using a longitudinal perspective, information will be collected from students and their parents about personal/family characteristics, quality of school programs, school services received, school achievement, adult services received, and community adjustment. A powerful data analysis technique called LISREL will be employed to examine the validity and utility of an explanatory model of transition.
ANTICIPATED PRODUCTS: The project will develop a follow-along model of transition, will document transition experiences and community adjustment of school leavers from special education programs in Oregon, and will implement a follow-along strategy in Oregon. Project outcomes will be disseminated to state and local education agencies outside Oregon.

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PROJECT NUMBER	GRANT NUMBER
H023C00107	H023C00107
BEGINNING DATE	ENDING DATE
10/01/90	01/31/94

INSTRUCTIONAL COMPUTER INTEGRATION INTEGRATION FOR TEACHERS OF HANDICAPPED LEARNERS: A COMPARATIVE STUDY

PURPOSE: The study will compare integration training and conventional training in preparing teachers to use computer educational programs with handicapped youth.
METHOD: Teachers will be assigned to 3 groups: Integration Training, Control, or Conventional Training. Teachers in the two treatment groups will be provided with software programs designed to meet the needs of the class. Integration Training group participants receive training on the integration of software into their teaching and prepare integration plans for each program. Teachers in the control groups will receive no training in its use or in its instructional integration. Teachers in the Conventional Training group will receive technical assistance on setup and utilization of the software. A variety of data collection instruments will be used to assess the extent and nature of instructional integration of the software.
ANTICIPATED PRODUCTS: The project will provide information about methods of training teachers to use available technology with handicapped children.

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PROJECT NUMBER	GRANT NUMBER
HS90009001	HS90009001
BEGINNING DATE	ENDING DATE
09/30/90	09/29/92

MAKING ADMINISTRATIVE DECISIONS ABOUT TECHNOLOGY BY EXAMINING PROMISING INSTRUCTIONAL PRACTICES

PURPOSE: This project will identify and analyze promising instructional practices using technology with infants, toddlers, children, and youth with disabilities.
METHOD: The conceptual approach to the problem will be based on a model being developed by the contractor for OSEP for the integration of technology into the instruction of students with a disability. A panel of experts will advise on matters related to the project. Important consideration will be given to factors of

human and material resources needed to implement any promising practice.
ANTICIPATED PRODUCTS: Plans for dissemination products include a videotape, audiotape and book, and a videoconference.

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PROJECT NUMBER	GRANT NUMBER
H180C00011	H180C00011
BEGINNING DATE	ENDING DATE
09/01/90	08/31/92

AN EXAMINATION OF COGNITIVE CHALLENGES AND PEDAGOGICAL OPPORTUNITIES FOR THE DEVELOPMENT OF MULTI-MEDIA INFORMATION SYSTEMS

PURPOSE: This project will study the effect of multimedia instruction on student learning, especially children having learning problems.
METHOD: The research will study both the cognitive challenges and pedagogical opportunities from the perspective of mildly handicapped students. Research on procedures for helping learning handicapped students cope with the increased navigational and attentional challenges of multimedia will be conducted during the first year of this grant. Further studies will be conducted in order to assess the "value added" that the pedagogical opportunities provide.
ANTICIPATED PRODUCTS: The outcome of this project will include a set of empirically tested computer interface and instructional design principles that are critical to the development of multimedia instructional environments for children with learning problems.

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DIVISION OF SPECIAL EDUCATION
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PROJECT NUMBER	GRANT NUMBER
H023A00100	H023A00100
BEGINNING DATE	ENDING DATE
08/15/90	08/14/91

LEARNED HELPLESSNESS IN CHILDREN WITH VISUAL HANDICAPS: A PILOT STUDY OF EXPECTATIONS, PERSISTENCE AND ATTRIBUTIONS

PURPOSE: The project will develop practical assessment instruments to measure the "learned helplessness" syndrome in

visually impaired children, and to develop a conceptual intervention model for classroom use.
METHOD: Two literature searches will be conducted to identify procedures to be adapted to diagnose "learned helplessness" in the visually impaired; and identify intervention strategies for "learned helplessness". The assessment instruments will be field tested, and data collection will occur in public and private schools in the Tucson Unified School District. The data from student observations, interviews, and from their test performance will be scored and analyzed.
ANTICIPATED PRODUCTS: An intervention model for blind students which increases expectancies for success, extends persistence on difficult tasks, and replaces negative beliefs with more accurate beliefs about causes of success or failure.

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PROJECT NUMBER	GRANT NUMBER
H023C80029	H023C80029
BEGINNING DATE	ENDING DATE
09/01/88	08/31/91

DETERMINING THE EFFECTIVENESS OF COOPERATIVE PROGRAMMING AND REMEDIATION WITH GROUP-BASED VIDEODISC MATH AND SCIENCE PROGRAMS IN MAINSTREAMED CLASSROOMS

PURPOSE: The purpose of this project is to test a model designed to facilitate the integration of nonhandicapped and mildly handicapped students in the general education environment using a videodisc-based program as a vehicle of instruction.
METHOD: The model involves the use of cooperative programming and structured remediation as strategies to facilitate mainstreaming. The program and strategies will be tested in terms of changes in the skill levels of students with mild handicaps, changes in mainstreamed students' sense of self-concept and self-reliance, changes in peers' attitudes toward mainstreamed students, and changes in the management and instructional skills of general education teachers who work with students with mild handicaps.

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PROJECT NUMBER	GRANT NUMBER
H180B90017	H180B90017

BEGINNING DATE	ENDING DATE
01/01/90	12/31/91

EXPERT SYSTEM FOR ASSESSING THE SEVERELY MULTIPLY HANDICAPPED

PURPOSE: The project will develop an expert system for use in developing treatment programs for students with severe, multiple handicaps. It will advance assessment theory and practice for this population.
METHOD: Prototypes of the expert system SMH.Consultant will be developed and progressively refined based on content reviews and formative field testing. Further refinements will improve interuser and test/retest reliability as well as content and construct validity. The system will be adapted into a simulation-based training program, SMH.Trainer, that will teach the assessment constructs underlying the system by using a series of carefully selected examples.
ANTICIPATED PRODUCTS: SMH.Consultant and SMH.Trainer will be delivered on IBM-compatible microcomputers. Project staff will submit three articles for publication and provide copies of all software, print, and video products to interested and qualified individuals for the cost of reproduction.

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PROJECT NUMBER	GRANT NUMBER
300-86-0125	300-86-0125
BEGINNING DATE	ENDING DATE
09/30/86	09/30/91

EVALUATION OF THE INTEGRATION OF TECHNOLOGY FOR INSTRUCTING HANDICAPPED STUDENTS

PURPOSE: The project is supporting the integration of technology into districts, schools and classrooms. The project developed and is currently implementing the Technology Integration Enhancement Model (TIE). The TIE process is built on a conceptual framework for implementation that relies on technology integration principles, and it includes specific strategies to support the implementation of technology. A team to facilitate change is formed, and school personnel are provided with training for their specific roles in implementing classroom and school change. A district liaison is also included on the team.
METHOD: Three buildings in each of five LEAs will implement the model. Training will be provided to all team members, and one of the project

researchers will serve on each building's TIE team. Each school will be visited twice monthly. At the end of the first year, an evaluation will be conducted and feedback will be given to the schools. For Year 2, an interim formal evaluation will be conducted, and a final evaluation will be conducted at the end of the year.
ANTICIPATED PRODUCTS: The project will produce reports of the conceptual framework for the model, a description of the methodology for implementation and evaluation, training manuals for instruction and team collaboration, a manual for change facilitators, a technology resource guide for teachers, and a manual for principals.

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PROJECT NUMBER	GRANT NUMBER
H023K00001	H023K00001
BEGINNING DATE	ENDING DATE
09/01/90	08/31/95

PROJECT BELIEF

PURPOSE: This project will address the problem of students labeled learning disabled and severely behaviorally disordered who drop out of school.
METHOD: The intervention strategies will consist of 2 years of intensive remedial reading and writing, culturally sensitive instructional procedures, matching with mentors, a 10-hour school day, self-esteem building, structured weekends, provision of case management support to the family for accessing needed social services, and structured summers. For those who desire to go to college, intervention will continue with a full mainstream program. For those who do not achieve this level, an apprenticeship program will be implemented.
ANTICIPATED PRODUCTS: Students who graduate from high school are the expected results of this project.

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PROJECT NUMBER	GRANT NUMBER
H180B90016	H180B90016
BEGINNING DATE	ENDING DATE
09/01/89	08/31/91

USING TECHNOLOGY TO IMPROVE ASSESSMENT OF STUDENTS WITH HANDICAPS

PURPOSE: This project will develop a microcomputer video-based assessment system to assess the social competence of mildly handicapped elementary school children. Portions of a complete social skills assessment will be developed using the system.
METHOD: The project will produce a prototype system. Video vignettes will be used to test students' social perceptions. Specific items and domains of the assessment will be selected for development to demonstrate the capabilities of the system. The system will receive process inputs from multiple persons and methods of assessing social competence. It will accept sociometric ratings from peers via touch screen and teacher ratings on computer administerd checklists. The computer will assemble classroom and schoolwide norms for each assessment item, and the system will print profiles of individual childrens' social competencies. Test items will be validated and the system will be field tested. An evaluation of feasibility and utility will be conducted.
ANTICIPATED PRODUCTS: The project will produce a prototype system and assessments in selected social skills domains. Information about the project, hardware and software, videodisc items, validation studies, and feasibility will be disseminated to national audiences.

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PROJECT NUMBER GRANT NUMBER
H023C80024 H023C80024
BEGINNING DATE ENDING DATE
07/01/88 06/30/93

LONGITUDINAL FOLLOW-UP OF GRADUATES FROM TWO PRESCHOOL INSTRUCTIONAL MODELS

PURPOSE: The project is a 5-year prospective follow-up study of mildly to moderately handicapped elementary school children who participated in a 4-year efficacy-of-intervention study comparing two highly contrasting preschool instruction models--an academically based direct instruction model and a cognitively based mediated learning model. Its goal is to determine whether the initial differential program effects are maintained beyond preschool, whether differences tended to increase or decrease, which developmental areas were differentially affected, etc.
METHOD: Scores on standardized achievement tests and maturity scales will be analyzed using repeated measures analysis of variance, multiple regression analysis, and chi-square analysis.

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PROJECT NUMBER	GRANT NUMBER
H023F80013	H023F80013
BEGINNING DATE	ENDING DATE
08/15/88	08/14/92

MOUNT VERNON MODEL

PURPOSE: This project will develop a multi-component intervention program at an elementary school for serving handicapped students in general education classrooms. Each intervention will address one of six major barriers to educating handicapped children in the mainstream: lack of teacher support, lack of models to accommodate children with diverse needs, lack of coordination among educational services, lack of formative assessment procedures, and lack of replicable models.
METHOD: A two-stage teacher/mainstreaming assistance procedure will be developed and implemented, curriculum based management assessment procedures will be implemented, reading/language arts and math curricula will be adapted, a nongraded grouping plan in reading and math will be implemented, teacher services will be coordinated, a peer-tutoring program will be established, instruction in school survival skills and learning strategies will be provided, and an integrated set of interventions will be developed.
ANTICIPATED PRODUCTS: Materials for replication and implementation of the model in other educational settings will be produced.

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PROJECT NUMBER	GRANT NUMBER
H180P00050	H180P00050
BEGINNING DATE	ENDING DATE
02/01/91	01/31/93

ACCESS TO A COMMON ECOLOGY

PURPOSE: This project will develop a switch mechanism that can be used by persons with disabilities for environmental control, augmentative communication, and mobility access.
METHOD: The switch mechanism will be taped to a muscle group over which a person has control and will operate based on the sound a muscle makes when it contracts and expands. Individuals will not be required to engage in motor movements which detract from their social interactions, nor will they be required to develop new

movement patterns to access switch technology.
ANTICIPATED PRODUCTS: The most significant outcome is the experimental switch mechanism which operates with the individual at a more basic level than switches currently extant.

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PROJECT NUMBER	GRANT NUMBER
H023C00053	H023C00053
BEGINNING DATE	ENDING DATE
07/01/90	06/30/93

TEACHING SPONTANEOUS LANGUAGE TO PRESCHOOLERS WITH SEVERE HANDICAPS

PURPOSE: The project will examine strategies for the establishment of spontaneous language as a function of listener preparatory behaviors and other contextual variables.
METHOD: The project consists of one descriptive study, four experimental studies, the development of an assessment tool, and a training manual for practitioners. The descriptive study will examine the spontaneous language behaviors of severely handicapped children who are independently mobile versus those who are not in their classroom environments. The experimental studies focus on various aspects of listener preparatory behaviors.
ANTICIPATED PRODUCTS: The project is expected to expand our existing database on the nature of spontaneous language/ communication in the natural environment, the role of contextual variables and listener preparatory behavior in spontaneous language/communication, and the effects of milieu training methods for facilitating spontaneous communication.

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PROJECT NUMBER	GRANT NUMBER
024WH70004	G008730528
BEGINNING DATE	ENDING DATE
10/01/87	09/30/91

RESEARCH ON A TECHNOLOGY FOR TRAINING MILIEU LANGUAGE TEACHERS

PURPOSE: This project investigates the effects of three program components (small group individualized instruction, across-the-day language facilitation, and parent-implemented language training) on language use by young children with mild to severe handicapping conditions.

METHOD: In the first year, the effectiveness of didactic and milieu instructional procedures will be investigated in order to determine which instructional strategy is best suited to handicapped children with relatively good and poor language skills. A series of studies will be conducted to analyze the relative effectiveness of different instructional procedures for parent-implemented language training, across-the-day language facilitation, and small group individualized instruction, and combinations of the three classroom components. Subsequent research will compare the two most effective combinations of instructional procedures and classroom components with current common practice across six classrooms of varying types.

ANTICIPATED PRODUCTS: The project will produce implementation procedures for the most effective combinations of instructional components for particular children and an assessment of relative implementation costs and short- and long-term benefits.

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PROJECT NUMBER	GRANT NUMBER
H023C00024	H023C00024
BEGINNING DATE	ENDING DATE
07/01/90	06/30/93

ACADEMIC AND SOCIAL INTERVENTIONS TO PROMOTE MAINSTREAMING AND INTEGRATION FOR STUDENTS WITH AUTISM IN PUBLIC SCHOOL SETTINGS

PURPOSE: This project will investigate procedures that will facilitate mainstreaming and integration into regular classrooms for students with autism.

METHOD: Components include a thorough environmental assessment of public school settings to determine a functional match of what is available to the needs of students and skills of staff. Information workshops for all students and staff and short-term integration projects will orient people towards students with autism. Three techniques to facilitate and maintain academic integration will be investigated: peer tutoring, cooperative learning groups, and direct instruction groups. Three techniques to facilitate and maintain social integration will be investigated: peer monitoring, social skills groups and adult coaching with normal peers.

ANTICIPATED PRODUCTS: An effective, functional model for mainstreaming and integrating children with autism will be disseminated.

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PROJECT NUMBER	GRANT NUMBER
H023C90005	H023C90005
BEGINNING DATE	ENDING DATE
07/01/89	06/30/92

TRAINING SCHOOL PERSONNEL TO USE ENVIRONMENTAL COMMUNICATION TEACHING METHODS WITH STUDENTS WHO USE AUGMENTATIVE OR ALTERNATIVE COMMUNICATION

PURPOSE: Environmental teaching techniques use individuals within students' natural environments to teach and facilitate generalized communication. They have been used effectively with students who use augmentative or alternative communications. This project will train 90 teachers and aides to use these techniques, assess the relative effectiveness of three types of ongoing feedback over 3 years, assess the effects of the environmental techniques on student comunication, and develop and evaluate a training package for teacher trainers.
METHOD: Teachers and aides will be randomly assigned to one of three feedback groups; baseline, training, generalization, and maintenance behaviors will be measured by observation. The effects on student behavior will be measured, and a comparison of training by investigators vs. local trainers will be conducted.
ANTICIPATED PRODUCTS: Training package, workshop presentations, publications, final report.

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PROJECT NUMBER	GRANT NUMBER
H023C80097	H023C80097
BEGINNING DATE	ENDING DATE
09/01/88	08/31/91

USE OF EFFECTIVE INSTRUCTIONAL PRACTICES WITH LEARNING DISABLED STUDENTS IN MAINSTREAMED SETTINGS

PURPOSE: This project will identify effective instructional strategies of regular education teachers that enhance the academic, affective, and IEP performance of learning disabled students in regular classrooms and to validate strategies for training regular education teachers in the use of

these instructional methods.
METHOD: In an initial study, regular education teachers and learning disabled, low-achieving, and average-achieving students will be observed in 64 regular education classrooms to gather data on 20 instructional behaviors and their relationship to student IEP performance. A second study will investigate the effectiveness of training regular classroom teachers to use these strategies in mainstream settings.
ANTICIPATED PRODUCTS: The teacher training strategies will include a reliable needs assessment instrument for teacher training, materials illustrating the teaching procedures, pyramid training so that supervisors can train district teachers, and a process for providing feedback to teachers on pupil performance.

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PROJECT NUMBER	GRANT NUMBER
H180B00004	H180B00004
BEGINNING DATE	ENDING DATE
09/01/90	02/28/92

THE USE OF INTERACTIVE VIDEO-ASSISTED ASSESSMENT WITH YOUTH WHO USE SIGN LANGUAGE

PURPOSE: This project will use interactive video-assisted asssessment to improve the evaluation of generalizable skills in learners who depend on sign language to communicate.
METHOD: Performance scores of subjects who have taken both written and video-assisted assessments will be compared. In addition, differences in the time of assessment administration will be analyzed. Finally, two types of interactive video assessments, (sign-only and situational context plus actors who sign) will be compared for effectiveness.
ANTICIPATED PRODUCTS: It is expected that the use of interactive videotechnology will greatly enhance reliability of data collection and scoring, and will reduce the time of administration.

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PROJECT NUMBER	GRANT NUMBER
H024J80015	H024J0015
BEGINNING DATE	ENDING DATE
09/01/88	08/31/91

HYPERTEXT CAI

PURPOSE: This project will develop and test state-of-the-art microcomputer software designed to aid mainstreamed learning disabled, emotionally disturbed, and educably mentally retarded students in development of successful reading skills in a regular elementary school setting.
METHOD: Software will provide hypertext reading selections as supplementary material for a basal reader series for four K-3 classes in one school district. The hypertext materials will offer easily accessible additional information about the text and decoding and comprehension strategies within the context and physical structure of the reading itself. Increasing levels of sophistication will be designed into the materials as the students advance to higher grades. The impact of the hypertext materials on the development of the children's reading skills will be assessed.
ANTICIPATED PRODUCTS: A hypertext authoring system for production of computer-assisted lessons, with documentation, will be made available through the mail or on electronic data retrieval systems. A manual outlining the design, pedagogy, and production process for developing hypertext materials using this system and a commercial program will be made available to the district's teachers and the public.

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PROJECT NUMBER	GRANT NUMBER
H023A00116	H023A00116
BEGINNING DATE	ENDING DATE
07/01/90	07/01/91

THE COMMUNICATION AND LITERACY ENVIRONMENT FOR YOUNG CHILDREN

PURPOSE: This project will explore selected aspects of the communication systems in classrooms and homes with three groups of children, parents, and teachers.
METHOD: Qualitative methodologies will be used, and extant databases will be analyzed. These database transcripts will be examined to determine characteristics of teacher/child talk during sharing time in environments for young children with and without handicaps. The second study will examine parental perceptions about learning, schooling, and literacy using a life history approach obtained in interviews with 34 parents of young children with and without handicaps.
ANTICIPATED PRODUCTS: A strategy paper and monograph will be developed in both studies for researchers and practitioners.

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PROJECT NUMBER	GRANT NUMBER
H023C90098	H023C90098
BEGINNING DATE	ENDING DATE
09/01/89	08/31/92

SCHOOL TO WORK TRANSITION OF YOUTH WITH SEVERE INTELLECTUAL DISABILITIES: EMPIRICAL ANALYSIS OF JOB SUPPORT STRATEGIES

PURPOSE: This study will experimentally assess effectiveness of job support strategies used with severely (intellectually) disabled students in transition from school to work.
METHOD: A different study will be conducted each year for three years, each involving 4-6 students placed into jobs. Strategies studied shall be: job skill acquisition and job skill performance in Year 1; systematic fading of the job coach and job skill maintenance in Year 2; and the application of self-management strategies in Year 3. Each study will employ a single subject multiple baseline across subjects and task design, followed by a systematic withdrawal of the interventions. Each year data will be gathered on social integration, impact on families and consumers, family, employer, and co-worker satisfaction with the program.
ANTICIPATED PRODUCTS: Research monographs, local, state, and national presentations and training modules for supported employment personnel.

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PROJECT NUMBER	GRANT NUMBER
023HH70002	G008730162
BEGINNING DATE	ENDING DATE
09/01/87	08/31/91

IMPLEMENTATION AND DEMONSTRATION OF A MODEL INSTRUCTIONAL PROGRAM ON THE USE OF MICROCOMPUTERS AS TOOLS FOR WRITING INSTRUCTION FOR LD STUDENTS

PURPOSE: This project will develop a model instructional program for using computers as tools for writing instruction for learning disabled students.

METHOD: In the first two years, the project will develop and evaluate the software and instructional methods that comprise the model. The instructional process will include pre-writing activities, composing a draft, revising for meaning, editing for mechanics, and publishing for an audience. The model will also teach students to use the word processor as a writing and publishing tool. It will support writing as a social, communicative activity by developing software for dialogue journals, classroom message centers, and written communication games. In addition, it will provide strategies instruction to teach students strategies for successful writing. Eight teachers of upper elementary and middle school learning disabled students in one LEA will collaborate in the development and refinement of the curriculum. Qualitative and quantitative studies will be used to evaluate the components of the model.

ANTICIPATED PRODUCTS: The project will produce the model instructional program, software and activities and a set of instructional materials and software designed to teach strategies for effective writing.

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PROJECT NUMBER	GRANT NUMBER
H023C80072	H023C80072

BEGINNING DATE

BEGINNING DATE	ENDING DATE
10/01/88	09/30/93

SCHOOL DROPOUT IN LEARNING HANDICAPPED, AT-RISK, AND NONHANDICAPPED STUDENTS: INCIDENCE, CAUSES, AND CONSEQUENCES

PURPOSE: This project plans to establish the magnitude of the dropout problem among mildly learning disabled and low-achieving high school students in comparison to that of nonhandicapped students, this project will test a causal model for departure and identify causes and consequences of dropping out for this group.
METHOD: Student demographic data, academic performance, educational history, and affective variables will be analyzed over five years, beginning in ninth grade, and a causal model for withdrawal will be tested using this information.
ANTICIPATED PRODUCTS: Empirical evidence for differential causes for dropping out related to sex, ethnic group, and socioeconomic status in these populations.

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PROJECT NUMBER	GRANT NUMBER
H023C00071	H023C00071
BEGINNING DATE	ENDING DATE
09/01/90	08/31/93

INVESTIGATION OF FAMILY FOCUSED EARLY INTERVENTION SERVICES

PURPOSE: This project will investigate two issues that are central to the family focused agenda of PL 99-457.
METHOD: The two issues include: 1) Identifying factors that contribute to the family focused orientation of existing intervention programs for handicapped children between birth and three years. The study will focus on how the pattern and intensity of family service activities provided in early intervention vary as a function of the characteristics of local intervention programs and the families that are served. 2) Determining the kind of impact that family focused services have on parents and their children. A sample 100 children, representing at least 30 different intervention programs, will be followed through

the course of twelve months of intervention.
ANTICIPATED PRODUCTS: Data obtained will be an important resource for helping programs identify factors that either mitigate or accentuate the family service components of their programs.

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PROJECT NUMBER	GRANT NUMBER
H023A00051	H023A00051
BEGINNING DATE	ENDING DATE
09/01/90	11/30/91

FAMILY TRANSITION STUDY

PURPOSE: An examination of the interaction processes between families and social support systems, and how these processes are affected by a special needs child and the special education program availability.
METHOD: The study sample will consist of 8 families with varying characteristics. Families will be interviewed 5 times during a 15-month period to monitor their adaptation and changing relationships with social systems during this transition period. Taped interviews will be transcribed, coded and categorized as part of the process of data refinement. Themes and patterns will be explored across time points and families. The final report will be a compilation of individual family case studies and across family analyses.
ANTICIPATED PRODUCTS: The research will provide insights into the role of the educational support system for families as it interfaces with other social support options during a time of change and potential stress for families-the child's transition from a preschool to an elementary school program.

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PROJECT NUMBER	GRANT NUMBER
023HH70034	G008730209
BEGINNING DATE	ENDING DATE
10/01/87	09/30/91

FORMATIVE EVALUATION: A MODEL FOR TRANSLATING INTERVENTION RESEARCH INTO PRACTICE

PURPOSE: This project will facilitate the use of formative evaluation in translating intervention research into practice, to analyze the conditions (contextual variables) needed to successfully implement a set of five approaches recommended for teaching basic skills to mildly handicapped students, and to identify the instructional variables common among the five approaches that produce the greatest achievement gains and create materials and procedures that optimize them.
METHOD: In the first stage of the project, teacher and administrator concerns about the use of formative evaluation will be identified and ameliorated. The most economical set of human and material resources needed for successful implementation of formative evaluation will be identified. In the second stage of the project, the contextual variables required for successful use of the five approaches to teaching basic skills will be identified. In the final stage, the instructional variables producing the greatest achievement gains that are common to the five approaches will be identified, and modules for training teachers to optimize those variables will be developed. Eight research studies are proposed for the first three years. The K through grade 6 school-based resource program in the Minneapolis Public Schools, with approximately 1,300 students receiving services for mild handicaps in 40 schools, is the setting for conducting the research.
ANTICIPATED PRODUCTS: The research should produce intervention packages containing effective teaching variables and teacher training modules. Products will be available to interested school districts.

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PROJECT NUMBER	GRANT NUMBER
H023D00010	H023D00010
BEGINNING DATE	ENDING DATE
09/01/90	08/31/93

DECISION-MAKING GUIDELINES FOR FACILITATING MAINSTREAMING SUCCESS IN SCIENCE

PURPOSE: This project will facilitate special education students' success in mainstream science classes by developing guidelines for decision-making to determine the appropriateness of the curriculum, and to establish priorities for adapting and/or modifying curriculum goals and objectives for handicapped students.
METHOD: The guidelines will be field tested with school districts, teachers, and textbook publishers. During Year 1, all actual and potential approaches to teaching science will be reviewed, as well as the science curriculum, textbooks, and supplementary materials. Educators, administrators, curriculum specialists, textbook publishers, parents, and students will be surveyed on the characteristics of students with handicaps. During Year 2, the survey results will be analyzed and synthesized in order to generate an initial set of curriculum guidelines. These guidelines will be piloted with textbook publishers, teachers, and school-based text/curriculum evaluation committees. During year 3, the revised guidelines will be field-tested in four school districts.
ANTICIPATED PRODUCTS: The guidelines will be made widely available using systematic dissemination procedures.

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PROJECT NUMBER	GRANT NUMBER
H023H00005	H023H00005
BEGINNING DATE	ENDING DATE
09/01/90	08/30/92

REDUCING CULTURAL MISUNDERSTANDING IN SCHOOLS AND RELATED SERVICE SETTINGS

PURPOSE: This project will examine the misunderstandings that arise in the context of educating the minority and limited English proficient child who has special needs. To develop a training program to improve the network of teaching and related service relationships which surround the child.
METHOD: The interactional features which create cross-cultural confusion and misunderstanding will be identified. Investigators will examine how each participant makes sense of what is going on in their cross-cultural or cross- professional interactions. From this ethnography, a training

program will be developed, its impact evaluated, and a comprehensive dissemination plan produced. **ANTICIPATED PRODUCTS:** A training program for school personnel in the metropolitan Chicago area that will improve the quality of the education received by children with exceptionalities who are from minority populations or limited English proficient.

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PROJECT NUMBER	GRANT NUMBER
H023A00075	H023A00075F
BEGINNING DATE	ENDING DATE
09/01/90	02/28/92

PROJECT IFSP: AN ANALYSIS OF THE IFSP PROCESS WITH FAMILIES AND STAFF

PURPOSE: This project will evaluate the impact of P.L. 99-457 on families and early intervention personnel during the first year of implementation. **METHOD:** To use qualitative research methods for exploring the experience of participating in IFSP development for both families and staff. Ethnographic interviews will be conducted with families and staff from Iowa intervention programs. A linguistic analysis of the transcribed interviews will provide common and divergent domains of meaning that will describe the issues. The responses of the ethnographic interview will be compared to questionnaires that assess families' and staff's perception of the IFSP process. **ANTICIPATED PRODUCTS:** The findings of this research will be used to improve the process of developing IFSP's in programs in Iowa and will be disseminated through conference presentations and written journal articles.

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PROJECT NUMBER	GRANT NUMBER
H023B00029	H023B00029
BEGINNING DATE	ENDING DATE
09/01/90	12/31/91

THE COPING OF PARENTS OF VERY LOW BIRTH WEIGHT, PREMATURE INFANTS

PURPOSE: This project will identify coping strategies used by parents of premature infants, and investigate factors influencing the types of coping strategies used.
METHOD: The sample will consist of 30 married mothers and fathers who have a premature infant hospitalized in an NICU. The parents will be interviewed separately. In addition to open-ended questions, other measures will include: a) Likert scales to assess perceived stressfulness and coping efficacy, and appraisal of control; b) Mastery Scale; and c) Ways of Coping Questionnaire. Each infant will be assessed via the Neonatal Morbidity Scale.
ANTICIPATED PRODUCTS: The results will yield new information regarding the coping strategies used by parents, allowing future intervention strategies to be developed which support and enhance parental efforts to manage stress in such a way that the infant's development is nurtured rather than compromised.

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PROJECT NUMBER	GRANT NUMBER
H023B00022	H023B00022
BEGINNING DATE	ENDING DATE
07/01/90	12/31/91

FACTORS AFFECTING INTERVENTION INTEGRITY AND OUTCOME IN SOCIAL INTERACTION SKILLS TRAINING

PURPOSE: This project will provide information about relationships between the integrity with which social skills interventions are implemented

in early childhood special education classrooms and several important factors.
METHOD: Study 1 will examine the relationship between intervention integrity for social skills interventions and individual child outcome. Study 2 will examine the relationship between teacher ratings of the acceptability of intervention features and the integrity with which those features are subsequently implemented. Study 3 will examine the relationship between classroom supports to aid implementation of social skills intervention packages and intervention integrity.
ANTICIPATED PRODUCTS: This information should assist teachers, administrators, and consultants in planning for and supporting social interaction skills interventions.

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PROJECT NUMBER	GRANT NUMBER
H023N00004	H023N00004
BEGINNING DATE	ENDING DATE
09/01/90	08/31/92

EFFECTS OF POSITION AND MOVEMENT ON ATTENTION AND COMMUNICATION OF STUDENTS WITH PROFOUND AND MULTIPLE DISABILITIES

PURPOSE: This project will evaluate whether or not position and movement influence the biobehavioral state, physiological measures of arousal, and communicative interactions of profoundly multiply disabled students.
METHODS: The effects of position and movement will be assessed in the students' classrooms. Relations between position, biobehavioral state, and communicative interactions during a typical, uncontrolled, school day will be examined. The effect of students' positions on their communicative interactions-their interaction opportunities, will be examined.
ANTICIPATED PRODUCTS: Inservice training in positioning and handling for teachers and classroom assistants of students with severe neuromotor impairments is an indirect result of the project.

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PROJECT NUMBER	GRANT NUMBER
HS90500001	HS90500001
BEGINNING DATE	ENDING DATE
09/30/90	09/29/92

DEVELOPING EDUCATIONAL REFORM POLICY OPTIONS TO IMPROVE SERVICES TO STUDENTS WITH DISABILITIES

PURPOSE: This project will develop effective State and local policy options for three priority areas related to educational reform: (1) restructuring as implemented through site-based management, (2) outcome assessments, and (3) provision of needed educational and other human services to students with serious emotional disturbance and their families.

METHOD: The project will identify and confirm a set of policy issues related to each of the three policy areas, conduct analyses of current promising policies and practices from which options may be constructed, and identify gaps in existing policies. After constructing a full array of State and local policy options, the project will develop impact profiles for each policy option which describe anticipated effects, problems, and conditions associated with their implementation. The policy options developed will be reviewed based on stakeholder input.

ANTICIPATED PRODUCTS: Products will be State and local policy options and impact profiles, which will be distributed to appropriate audiences at the National, State, and local levels.

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PROJECT NUMBER	GRANT NUMBER
H023C90154	H023C90154
BEGINNING DATE	ENDING DATE
07/01/89	06/30/92

PARENT-PROFESSIONAL PARTNERSHIP: MINORITY PARENTS' PARTICIPATION IN THE EDUCATIONAL PROCESS

PURPOSE: This project will investigate black parents' initial expectations of their role in their childrens' schooling, and to trace the development of these expectations and actual participation through grades K-2.
METHOD: A qualitative design will be used, based on in-depth, open-ended interviews and observation of meetings between parents and school personnel. Three schools will be chosen from predominantly black areas of Baltimore, and the sample will include parents/guardians of 36 black children, ages 5-6, entering school with no prior academic experience. Eighteen of these families will have children entering special education programs with mild disability classifications, the rest entering regular education programs.
ANTICIPATED PRODUCTS: Findings will be submitted to professional journals and presented at professional conferences. State and local administrators of regions with substantial low-income black populations will receive results in the form of executive briefs.

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PROJECT NUMBER	GRANT NUMBER
H023H00008	H023H00008
BEGINNING DATE	ENDING DATE
06/01/90	05/31/93

ENHANCING THE DELIVERY OF SERVICES TO BLACK SPECIAL EDUCATION STUDENTS FROM NON-STANDARD ENGLISH BACKGROUNDS

PURPOSE: This project will conduct an ethnographic study in selected elementary level special education classrooms in the Baltimore City Public Schools.
METHOD: Ethnographic and sociolinguistic research will be conducted to inform the development of a set of instructional interventions. Ethnographic approaches will be used to investigate aspects of service delivery settings. Inservice training will be provided to project teachers. Using a mentoring model of staff development, the program will be

extended to other teachers.
ANTICIPATED PRODUCTS: A tested and disseminated program of instructional interventions to promote cognitive development, strategies for enhancing linguistic and social skills for school, and staff development options to support delivery of the intervention will be developed.

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PROJECT NUMBER	GRANT NUMBER
H023C80101	H023C80101
BEGINNING DATE	ENDING DATE
08/15/88	08/14/91

MATH PROBLEM SOLVING PROJECT: ASSESSING AND INSTRUCTING LEARNING DISABLED STUDENTS IN MATHEMATICAL PROBLEM SOLVING USING COGNITIVE AND METACOGNITIVE STRATEGIES

PURPOSE: This project will develop methodologies that teachers who work with learning-disabled students can use to assess verbal mathematical problem-solving skills and to teach cognitive and metacognitive strategies that facilitate the development of these skills.
METHOD: First, a procedure will be validated for assessing middle school students' attitudes toward and perceptions, knowledge, and use of verbal mathematical problem solving strategies. Second, a methodology will be investigated for teaching LD middle-school students a cognitive stragegy for solving mathematical word problems, incorporating techniques such as paraphrasing, visualization, hypothesizing, and estimation. A comparison will be made of the efficacy of cognitive strategy direct instruction with metacognitive training, cognitive strategy instruction alone, and regular mathematical instruction.
ANTICIPATED PRODUCTS: Research and practice-oriented articles will be published in special education journals and mathematics education journals. Technical reports will also be disseminated, and research reports and workshops will be prepared. A published curriculum that emphasizes a process-oriented approach to teaching verbal mathematical problem solving to LD students will be developed.

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PROJECT NUMBER	GRANT NUMBER
H180C00008	H180C00008
BEGINNING DATE	ENDING DATE
08/01/90	07/31/92

MULTIPLE OUTPUT SENSORY TRAINER (MOST): A MULTI-MEDIA INPUT/OUTPUT SYSTEM TAILORED TO MEET THE NEEDS TO DISABLED PEOPLE

PURPOSE: This project will develop the Multiple Output Sensory Trainer (MOST), a computerized multi-media input and output system tailored to meet the needs of disabled people.
METHOD: The prototype proposed focuses on a system to optimally serve the needs of visually impaired people. The prototype will be structured for visually impaired people, but its flexible architecture will enable other adaptive aids to be attached. Teachers will be able to quickly create lessons on the MOST system and have many disabled students use these lessons.
ANTICIPATED PRODUCTS: The project will result in a tool that will enable disabled people to use multi-media adaptive aids in an optimal configuration to meet their specific needs in order to aid in overcoming their handicapping condition.

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PROJECT NUMBER	GRANT NUMBER
H023E90011	H023E90011
BEGINNING DATE	ENDING DATE
09/30/89	09/29/93

RESEARCH ON GENERAL EDUCATION TEACHERS PLANNING AND ADAPTATION FOR STUDENTS WITH HANDICAPS

PURPOSE: The project will investigate how third grade mainstream teachers plan, adapt, and individualize instruction to meet the needs of students with disabilities in their classrooms. It will develop and field- test interventions designed to enhance teacher planning. The study

will focus on language and literacy.
METHOD: The research will be carried out in three phases: (1) conduct an in-depth study of the current planning processes of third grade teachers and associated resource teachers, specialists and administrators; (2) design a set of interventions to enhance general education teacher planning and individualization to meet the needs of students with disabilities; and (3) implement and field-test the interventions in three school districts.
ANTICIPATED PRODUCTS: In addition to journal articles and presentations, the investigators will present findings of the study to local school administrators, curriculum specialists, state education personnel, language disorder specialists, and publishers of reading and language arts textbooks. They will also provide regular updates of project activities and results onSpecialNet.

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PROJECT NUMBER	GRANT NUMBER
H023C80158	H023C80158
BEGINNING DATE	ENDING DATE
09/01/88	08/31/91

WRITING TO LEARN: A FIELD-BASED STUDY OF SCIENCE PROBLEM-SOLVING BY LEARNING DISABLED STUDENTS

PURPOSE: The project proposes a three-year, three-phase study of the impact of writing strategies on LD students' learning in the content area of science, involving: (1) identification of the problem-solving needs of LD students in fifth grade science, the writing stategies that can help LD students carry out the necessary basic thinking and problem-solving processes, and the impact of teachers' assumptions about writing and perceptions of LD students; (2) documentation of the most effective teacher approaches; and (3) assessment of the innovation's impact on LD students and teachers.
METHOD: Primarily qualitative methods such as student self-administered profiles, teacher ratings, classroom observation, and interviewing will be used in the first phase to develop profiles of LD students' problem-solving strengths

and weaknesses, identify effective writing strategies, and refine variables and instruments. Mainly quantitative approaches, including sophisticated, repeated assessment growth analyses will be used in the pilot- and model-testing phases to measure student learning and teacher change.
ANTICIPATED PRODUCTS: Project results will include a model of the mediating role that writing can play in science instruction, new knowledge about instructional approaches that can help LD students acquire problem solving literacy, and materials to guide practitioners in using writing strategies to enhance problem solving in science.

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PROJECT NUMBER	GRANT NUMBER
H023A00079	H023A00079
BEGINNING DATE	ENDING DATE
06/01/90	11/30/91

IMPLEMENTATION OF A CAREER DEVELOPMENT CURRICULUM FOR THE TRANSITION OF ADJUDICATED YOUTH WHO ARE LEARNING DISABILED

PURPOSE: This project will implement a career development curriculum model that focuses on the transition of incarcerated or adjudicated youth who are learning disabled into the community and the competitive world of employment.
METHOD: To validate the major problem areas in the career development of youth offenders who have been identified as learning disabled and to develop a data base upon which to guide professional practice. To implement a career development curriculum model which focuses on the specific needs of incarcerated youth and their transition into normalized environments. To evaluate the short and long-term effects of the curriculum.
ANTICIPATED PRODUCTS: The results of the evaluation and research will be disseminated locally, regionally, and nationally.

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PROJECT NUMBER	GRANT NUMBER
H023M80002	H023M80002
BEGINNING DATE	ENDING DATE
09/01/88	08/31/91

RESEARCH FOR EDUCATING PUPILS WITH SERIOUS EMOTIONAL DISTURBANCE

PURPOSE: The research project will conduct a series of eight studies to investigate social skill competence with seriously emotionally disturbed pupils. The project aims to: (1) identify a set of social tasks which prove critical in discriminating between socially competent and incompetent children, (2) develop a behavioral observation measure which reliably discriminates between socially competent and incompetent children, and (3) develop and evaluate an instructional package for the remediation of social skill deficits in children with a serious behavioral disability.

METHOD: Studies will be conducted in both Washington and Colorado within higher elementary and middle school classrooms. Data collection methods to be employed include Delphi and other survey techniques, direct observation of emotionally disturbed and nonhandicapped pupils, and a variety of rating instruments to elicit adult and peer judgments concerning social behavior and tasks. The efficacy and validity of the assessment tool and the instructional package will be evaluated in terms of changes in the judgments of persons familiar with the students, changes in directly observable social behavior, and the degree to which those changes facilitate the meaningful integration of emotionally disturbed pupils into regular education settings.

ANTICIPATED PRODUCTS: The project's two primary products include a behavioral observation instrument that reliably discriminates between socially competent and incompetent students and an instructional package for the remediation of social skills deficits in students with serious emotional disturbances. Dissemination of project information will also include project reports, publications in appropriate journals, presentations at special education conferences,and incorporation of results into teacher preparation courses at the University of Washington.

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PROJECT NUMBER	GRANT NUMBER
H023B00040	H023B00040
BEGINNING DATE	ENDING DATE
09/01/90	08/31/91

FIRST-YEAR EXPERIENCES: A CROSS-CASE ANALYSES OF BEGINNING SPECIAL EDUCATION TEACHERS

PURPOSE: This project will delineate the categories of problems experienced by new special education teachers and to provide a detailed analysis of the nature of those problems.
METHOD: The project will use a multiple case study design. The primary sources of data will be interviews, classroom observations, journals, and archival records. Four tests will be used to judge the quality of the research design: construct validity, internal validity, external validity, and reliability.
ANTICIPATED PRODUCTS: The expected outcome of the study is a delineation and detailed analysis of the problems of first year special education teachers. These results will contribute to a research basis for induction programs designed to assist beginning special education teachers. These outcomes will be disseminated through journal articles and presentations.

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PROJECT NUMBER	GRANT NUMBER
024WH70010	G008730527
BEGINNING DATE	ENDING DATE
10/01/87	09/30/91

SOCIAL INTERACTION TRAINING PROGRAMS FOR YOUNG CHILDREN WITH HANDICAPS: ANALYSIS OF PROGRAM FEATURES

PURPOSE: The goal of this project is to produce information useful to early childhood special education professionals in making informed choices about the adoption of social interaction skill training components for their programs.

METHOD: Through this 4-year research, development, and dissemination project, staff will describe existing practices in the field, develop a performance-based assessment of social competence, design three socially valid program features for promoting social interaction skills, determine the effects of implementing different combinations of program features on different types of children, analyze the costs of intervention, and examine the effects of the next environment on maintenance and generalization of gains made by children.
ANTICIPATED PRODUCTS: Journal articles, conference presentations, information dissemination through networks of early childhood professionals, book chapters, and a methods text. Other contributions to current knowledge will include an assessment battery for measuring children's social competence, program manuals and procedures for conducting inservice teacher education, and replicable program features for promoting social interaction skills in preschool classrooms.

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PROJECT NUMBER	GRANT NUMBER
H023C90076	H023C90076
BEGINNING DATE	ENDING DATE
07/01/89	06/30/93

TRANSFORMING THE LEARNING DISABLED INTO SELF-REGULATED LEARNERS: THE CONSTRUCTION, IMPLEMENTATION, AND VALIDATION OF A SUSTAINABLE EARLY LITERACY CURRICULUM

PURPOSE: This project will develop, implement, and evaluate an integrated reading and writing curriculum with primary learning disabled students that emphasizes acquisition of self-regulation in cognitive activity.
METHOD: Three studies are proposed, the first establishing two comparisons. The first comparison examines the effect of the experimental curriculum on students' listening and reading comprehension, and on their writing abilities relative to students who received a more traditional decoding emphasis. The second comparison examines the effect of the curriculum on reducing performance gaps between special and regular education students. Study Two examines effects of

participation in the intervention on students' comprehension and composition abilities. Study Three examines effects of the curriculum on mainstreamed special education students when instruction is part of the regular education classroom curricula.

ANTICIPATED PRODUCTS: Reports and articles to be published through the Institute for Research on Teaching, included in the ERIC system, and described in a quarterly newsletter.

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PROJECT NUMBER	GRANT NUMBER
300860125	300860125
BEGINNING DATE	ENDING DATE
09/30/86	09/30/91

EVALUATION OF THE INTEGRATION OF TECHNOLOGY FOR INSTRUCTING HANDICAPPED STUDENTS

PURPOSE: The project is supporting the integration of technology into districts, schools and classrooms. The project developed and is currently implementing the Technology Integration Enhancement Model (TIE). The TIE process is built on a conceptual framework for implementation that relies on technology integration principles, and it includes specific strategies to support the implementation of technology. A team to facilitate change is formed, and school personnel are provided with training for their specific roles in implementing classroom and school change. A district liason is also included on the team.

METHOD: Three buildings in each of five LEAs will implement the model. Training will be provided to all team members, and one of the project researchers will serve on each building's TIE team. Each school will be visited twice monthly. At the end of the first year, an evaluation will be conducted and feedback will be given to the schools. For Year 2, an interim formal evaluation will be conducted, and a final evaluation will be conducted at the end of the year.

ANTICIPATED PRODUCTS: The project will produce reports of the conceptual framework for the model, a description of the methodology for implementation and evaluation, training manuals for instruction and team collaboration, a manual for change facilitators, a technology resource guide for teachers, and a manual for principals.

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PROJECT NUMBER	GRANT NUMBER
H159A90003	H159A90003
BEGINNING DATE	ENDING DATE
10/01/89	09/30/91

USING EXIT PERFORMANCE ASSESSMENTS TO EVALUATE AND IMPROVE PROGRAMS FOR EDUCABLE MENTALLY IMPAIRED AND EMOTIONALLY IMPAIRED STUDENTS

PURPOSE: Michigan is establishing functional outcome expectations and developing performance assessments in all of its 12 special education categories for students who are exiting from special education. Outcome expectations will be established for educable mentally impaired and emotionally impaired students during the next year and this project will use the information from the student assessments to help 20 school districts develop improvement plans.

METHOD: Each school district will receive information on how its students are performing when they leave special education. This information will help districts identify areas in which improvement is needed.

ANTICIPATED PRODUCTS: Project staff will prepare a report for each of the 20 districts and meet with personnel in each district to design improvement plans to increase student achievement on the exit assessments.

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PROJECT NUMBER	GRANT NUMBER
H159A00008	H159A00008
BEGINNING DATE	ENDING DATE
10/01/90	06/30/92

THE ABILITIES PROJECT: DEVELOPING DESCRIPTORS FOR CHARACTERIZING INFANTS AND PRESCHOOLERS WITH HANDICAPS

PURPOSE: The purpose of this project is to develop and evaluate the usefulness of alternative means of characterizing infants and preschoolers with handicaps, using a functional approach designed to characterize children along common dimensions of abilities and disabilities, independent of etiological basis and/or manifestations of handicapping conditions.
METHOD: A series of studies will be conducted to test the utility of the ABILITIES Index, a profile designed to describe the functional abilities and limitations of children in nine areas: audition, behavior, intelligence, limbs, intentional communication, tonicity, integrity of physical status, eyes, and structural status. Four types of studies are proposed: reliability, criterion, consumer validation, and descriptive.
ANTICIPATED PRODUCTS: The four studies will provide information about the usefulness of an alternative system for characterizing infants and preschoolers with handicaps.

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PROJECT NUMBER	GRANT NUMBER
H023C00035	H023C00035
BEGINNING DATE	ENDING DATE
04/01/90	09/30/92

PREVENTIVE INTERVENTION: PROCESS, TRANSITION, AND EARLY ADOLESCENT OUTCOME

PURPOSE: This project will determine if evidence of efficacy extends into adolesence from an early

intervention program, and to study the process through which aptitude, instruction, and environment are related to educational outcomes in high risk adolescents at a stressful point of school transition.
METHOD: The 63 children and their families in Project CARE and a matched group from the general population will be subject to observation, tests, self-reports, ratings, and interviews when the children are 12 years of age.
ANTICIPATED PRODUCTS: The expected research product is a description of the nature of any long-term effects of this early intervention, as well as identification of which children and families benefit most. Plausible pathways to account for differential outcomes will be explored and described.

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PROJECT NUMBER	GRANT NUMBER
H023C80091	H023C80091
BEGINNING DATE	ENDING DATE
11/01/88	10/31/91

INTEGRATING STIMULUS PRESENTATION INTO INSTRUCTION FOR PERSONS WITH SEVERE HANDICAPS

PURPOSE: The purpose of this project is to determine the effectiveness and efficiency of five stimulus control factors in the presentation of instructional materials to severely mentally retarded students.
METHOD: The independent effects of five stimulus control factors (stimulus fading, multiple examples, single component training, dynamic presentation, and stimulus variation) will be investigated in separate studies in public school classes for the severely mentally retarded, and the effects of a composite intervention using the variables found to be effective individually will be studied in a subsequent experiment.
ANTICIPATED PRODUCTS: Research results and clinical applications will be disseminated through scholarly articles, teacher training materials, presentations, and workshops.

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PROJECT NUMBER	GRANT NUMBER
H023C00075	H023C00075
BEGINNING DATE	ENDING DATE
09/01/90	08/31/93

FEEDING PROBLEMS OF CHILDREN WITH SEVERE HANDICAPS: EVALUATION AND TREATMENT

PURPOSE: This project will study feeding problems, i.e., inappropriate parent-child interactions and inadequate nutritional intake in children with severe handicaps.
METHOD: Direct observation of subjects will be conducted in the classroom and home settings during play, tasks, and mealtime situations so that interactions between these subjects and either their parents or teachers can be assessed.
ANTICIPATED PRODUCTS: For each feeding problem identified, a training and treatment package will be developed and implemented. These packages can be used to help the parents and teachers.

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PROJECT NUMBER	GRANT NUMBER
H023C00092	H023C00092
BEGINNING DATE	ENDING DATE
09/19/90	08/31/93

A TAXONOMIC APPROACH TO THE NONAVERSIVE TREATMENT OF MALADAPTIVE BEHAVIOR OF PERSONS WITH DEVELOPMENTAL DISABILITIES

PURPOSE: The purpose of this project is to determine whether a taxonomy can be developed which will allow us to base treatments on a functional analysis of the conditions maintaining severe behavior problems.
METHOD: The project will use a taxonomy to determine the conditions maintaining severe maladaptive behaviors. From the conditions maintaining behavior, it will develop a hypothesis of whether the behavior is maintained because of positive reinforcement, negative reinforcement, or

stimulation. The hypothesis indicated by the taxonomy will be tested against one contraindicated, and the validity of the taxonomy will be evaluated by comparing the effects of the indicated and contraindicated treatments.
ANTICIPATED PRODUCTS: Improved efficacy of nonaversive procedures.

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PROJECT NUMBER	GRANT NUMBER
H024U80001	H024U80001
BEGINNING DATE	ENDING DATE
10/01/88	09/30/93

KANSAS EARLY CHILDHOOD RESEARCH INSTITUTE

PURPOSE: This project will study procedures to promote successful transitions for handicapped children ages 0-8, including transitions at times of change of service providers and/or in service settings, taking into account the psychological and emotional needs of the child and family, the child's skills and knowledge necessary to negotiate a transition, optimal timing, and incorporation of transition strategies into individualized family service plans and individualized education programs. The project also intends to develop methods and materials for service providers to monitor transition outcomes.
METHOD: Eleven separate research projects focusing on transition issues in infancy, the preschool years, and the primary grades, and on child, family, and agency transition issues spanning these age ranges will be undertaken in the project's first three years. A longitudinal research project describing and following up transition experiences will be performed. Replication and field-testing of products developed during this phase will occur in the fourth year, and dissemination will occur in the fifth year.
ANTICIPATED PRODUCTS: Extension of transition-related services to children and families, intervention procedures of training procedures for childrem, families, and agencies, and local and national workshops and training seminars.

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PROJECT NUMBER	GRANT NUMBER
H159A00002	H159100002
BEGINNING DATE	ENDING DATE
10/01/90	09/30/91

MEASURING STUDENT ATTITUDES AND ATTRIBUTES IN SPECIAL EDUCATION PROGRAM EVALUATION: A FEASIBILITY STUDY

PURPOSE: This project will develop and implement evaluation of outcome areas necessary or a comprehensive evaluation of special education programs.
METHOD: A steering committee works with the State Department of Education to establish the structure and direction of efforts to pursue student attitudes and attributes as part of the statewide evaluation. This committee network will identify and define the desired outcomes of special education programs that relate to student attitudes about schooling; establish useful models for educational programming that feature student attitudes as expected outcomes; identify important evaluation questions derived from these models; and make recommendations regarding instrument selection and data collection strategies.
ANTICIPATED PRODUCTS: Products will be reports on the decision-making strategies and criteria, operational definitions of important constructs, measurement devices, and establishment of expected outcomes and evaluation questions.

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PROJECT NUMBER	GRANT NUMBER
H023B00044	H023B00044
BEGINNING DATE	ENDING DATE
09/01/90	08/31/91

ATTITUDES AND SOCIAL INTERACTIVE BEHAVIOR OF SECONDARY-AGED STUDENTS TOWARD SEVERELY DISABLED CLASSMATES

PURPOSE: The purpose of this project is to assess the attitudes and behaviors of nondisabled, secondary-aged students affected by interactions with schoolmates who are severely disabled.
METHOD: Based upon the results of attitude surveys, high school students who have signed up for class credit to work with schoolmates with severe disabilities will be matched in pairs according to the closeness of their mean scores obtained from the pre-attitude survey, sex, age, general school achievement, and attendance record. Each matched pair of nondisabled students will be assigned on a random basis to work with and serve as peer tutors for a severely disabled classmate in a regular class. A social skills intervention will be provided to half of the nondisabled secondary students designed to teach nondisabled students how to initiate, maintain, and acknowledge social interactions directed toward their partner with severe disabilities.
ANTICIPATED PRODUCTS: It is expected that the social skills training which will be validated during this study will result in its application in various other secondary school settings, thereby creating more effective educational programs or the integration of students with severe disabilities.

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PROJECT NUMBER	GRANT NUMBER
H023A00107	H023A00107
BEGINNING DATE	ENDING DATE
07/01/90	12/31/91

RESEARCH ON PEER COACHING IN PRESERVICE TEACHER TRAINING: ENHANCING PRACTICUM SUPERVISION

PURPOSE: This project will investigate the use of peer coaching procedures to improve the teaching performance of preservice teachers in field-based settings.
METHOD: Students in an introductory practicum course will be taught to coach other students at their practicum sites in order to examine the effects of peer coaching on the trainees who receive it and the effects of coaching on the instructional skills of the coaches themselves. The effects of a delayed, video-based peer coaching procedure will also be examined.

Students in practicum methods courses will be taught to coach one another from video-based recordings of their teaching.
ANTICIPATED PRODUCTS: Peer coaching strategies may have potential to enhance field-based training and thereby improve the quality of preservice teacher training programs.

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PROJECT NUMBER	GRANT NUMBER
H024J80013	H024J80013
BEGINNING DATE	ENDING DATE
10/01/88	09/30/91

REGULAR CLASS INSTRUCTIONAL DELIVERY OPTIONS FOR SOCIAL SKILLS TRAINING OF YOUNG MAINSTREAMED HANDICAPPED STUDENTS AS A FUNCTION OF SCHOOL EFFECTIVENESS INDICATORS

PURPOSE: This project will evaluate the relationship of effective-school quality indicators and social skills training, compare the efficacy of two divergent orientations to social skills training (teaching specific social skills vs. social problem-solving strategies), and compare two methods of special education service delivery within the integrated model (regular teacher teaching social skills vs. resource teacher teaching those skills).
METHOD: Teachers will complete a survey to provide a school profile of effective-school variables to distinguish low- and high-effectiveness schools. Schools in each category will then be assigned to the specific-skills or strategy approach to social skill training. Grade 1-3 classrooms in each school will be randomly assigned to one of the two service delivery methods. Outcomes will be assessed by academic and affective measures.
ANTICIPATED PRODUCTS: Oral and written presentations will be made to researchers, practitioners, and other special education professionals, and teacher inservice training in the strategies in question will be made available.

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PROJECT NUMBER	GRANT NUMBER
H023E90009	H023E90009
BEGINNING DATE	ENDING DATE
09/01/89	08/31/93

DEVELOPMENT AND VALIDATION OF PLANNING ROUTINES TO ENHANCE THE DELIVERY OF CONTENT TO STUDENTS WITH DISABILITIES

PURPOSE: This project will study the problems encountered and the accommodations made by secondary teachers in their efforts to meet the needs of students with disabilities in mainstream classrooms. The project will examine how teacher planning can be enhanced to improve student learning and performance.
METHOD: First the project will study how secondary teachers incorporate information about students with disabilities in the planning process and how they modify and individualize the delivery of content information. The project will then develop and validate interventions to improve the planning process, delivery of content in several areas, and teaching strategies to promote independent learning. In addition interventions to prompt teachers to engage in ongoing self-evaluation of their goals, beliefs and attitudes--a "Personal Development Strategy"--will be developed.
ANTICIPATED PRODUCTS: The project will produce research results and teacher planning and personal development interventions.

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PROJECT NUMBER	GRANT NUMBER
H180B00015	H180B00015
BEGINNING DATE	ENDING DATE
10/01/90	09/30/92

DESIGN AND DEVELOPMENT OF PROTOTYPE COMPUTER-BASED DYNAMIC ASSESSMENT SOFTWARE MODEL FOR ASSESSING LEVEL AND LEARNING CURRICULUM AREAS

PURPOSE: This project will develop an intelligent computer-based prototype dynamic assessment

software program. The prototype will assess multidigit multiplication procedural knowledge of junior high school level mildly handicapped children.
METHOD: The project assesses and forecasts teachability among mildy handicapped adolescents and will make assessment more proximal to classroom and curriculum.
ANTICIPATED PRODUCTS: The program produces individual student profiles for each category of multidigit problem and procedure, and uses graphics programming technology for split screens and moving displays. The prototype will have direct impact on moving the field through modeling the development of intelligent validated software for assessment of school related curriculum areas among mildly handicapped students.

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PROJECT NUMBER	GRANT NUMBER
H023C80120	H023C80120
BEGINNING DATE	ENDING DATE
10/01/88	09/30/91

EXTENDED PRACTICE AND HIGHER ORDER COGNITIVE FUNCTIONING IN MATHEMATICS BY HANDICAPPED PUPILS

PURPOSE: The project will develop intervention procedures designed to lead the learning-disabled student from the acquisition of automatic skills through effective extended practice to efficient acquisition and functional utilization of metacognitive information processing skills necessary for solving practical problems involving mathematics knowledge. The project will research the relationship between basic facts in addition and multiplication and performance of more complex arithmetic tasks that use those facts, and will examine how extended practice on components of higher order math computational tasks affects performance of those higher order tasks.
METHOD: A longitudinal approach will focus initially on addition basic fact practice and transfer to multicolumn addition, and subsequently will focus on multiplication basic facts and transfer to multicolumn multiplication. An additional cross-sectional study will examine

strategies used by LD children in performing arithmetic tasks.

ANTICIPATED PRODUCTS: The project will produce intervention packages that include prescriptions for optimizing transfer of knowledge, normative data on intraindividual and interindividual patterns of change, and practice problem set groupings for addition and multiplication; and microcomputer software delivery systems for use by learning-disabled populations.

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PROJECT NUMBER	GRANT NUMBER
H023C90038	H023C90038
BEGINNING DATE	ENDING DATE
10/01/89	09/30/93

EFFECTIVE SCHOOLS AND SPECIAL EDUCATION

PURPOSE: This project will examine whether schools identified as effective according to criteria cited in general education research literature are effective for mildly handicapped students. The project will assess the effects of (a) effective schools and (b) seven school quality indicators in terms of academic and social impact on mildly retarded students as compared to nonhandicapped peers. It will also look at referral, identification and placement procedures.

METHOD: Unit of analysis will be the school; 30 effective and 30 ineffective schools will be selected and matched. Special education students within matched schools will also be matched, and repeated measures of academic and social outcomes taken. In Year 1, the procedure will be used in elementary schools and in Year 2, in junior high schools. All students will be followed for 1 year, and about half for 2 years.

ANTICIPATED PRODUCTS: Newsletter disseminating research findings to administrators and teachers; conference presentations; professional journal articles; reports.

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PROJECT NUMBER	GRANT NUMBER
H023B00038	H023B00038
BEGINNING DATE	ENDING DATE
08/01/90	01/31/92

THE USE OF TEMPLATE MATCHING AS A VIABLE STRATEGY FOR ASSESSMENT AND INTERVENTION FOR HANDICAPPED PRESCHOOL STUDENTS

PURPOSE: This project will investigate an assessment methodology that will promote successful transitions for handicapped preschool students to kindergarten.
METHOD: The study will utilize a template-matching strategy to assess student behavior and the future placement environment. Interventions will be developed from the assessments to align student behaviors and future environments. Implementation of these interventions will be conducted prior to students' placement into kindergarten. The viability of template matching as a useful assessment/intervention strategy will be evaluated by examining the differential success of three groups of students: a control group, an assessment-only group, and an assessment-intervention group. Direct observations will be conducted both as part of the assessment process and to validate changes in student behavior after intervention.
ANTICIPATED PRODUCTS: Research reports will be published in education journals, presentations will be made at professional conferences and to teachers and administrators, inservice training worksops will be conducted, and an inservice training manual will be developed.

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PROJECT NUMBER	GRANT NUMBER
H023C00127	H023C00127
BEGINNING DATE	ENDING DATE
06/01/90	05/31/93

ANALYSIS OF AGGRESSIVE BEHAVIOR OF CHILDREN WITH SEVERE EMOTIONAL DISTURBANCE IN SCHOOL ENVIRONMENTS

PURPOSE: This project will investigate the school environment as it may effect the development and/or maintenance of aggressive behavior among children classified as seriously emotionally disturbed.
METHOD: This research project will focus on the social interactions of aggressive children with teachers and peers. Two direct observational research studies will be conducted and analyzed.
ANTICIPATED PRODUCTS: The results of this research project will help teachers predict and/or control aggressive behavior.

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PROJECT NUMBER	GRANT NUMBER
H023T80013	H023T80013
BEGINNING DATE	ENDING DATE
10/01/88	09/30/92

DEVELOPMENT OF POSITIVE SELF PERCEPTION AND MASTERY ORIENTATION IN CHILDREN WITH MULTIPLE DISABILITIES

PURPOSE: The project will conduct descriptive and intervention research to improve the motivation, self-esteem, and independence of elementary school children with severe orthopedic or neuromuscular disability combined with mild mental retardation.
METHOD: A causal-comparative design will be used to identify two groups of cerebral palsy/mild mental retardation children: a group having low self-esteem and learned helplessness, and a group having high self-esteem and mastery motivation. Using direct observation, reports from children, reports from significant others, and discriminant analysis procedures, the differences between the two groups of children will be maximized. Intervention techniques will then be designed to remediate the social and environmental deficiencies in the unproductive environments of the low self-esteem children.
ANTICIPATED PRODUCTS: Intervention materials that will guide parents and professionals to be behaviorally specific in their efforts with disabled children.

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PROJECT NUMBER	GRANT NUMBER
023HH70047	G008730149
BEGINNING DATE	ENDING DATE
10/01/87	09/30/91

MODEL FOR FAMILY SUPPORT SERVICES: COOPERATIVE DELIVERY FROM PUBLIC EDUCATION AND COMMUNITY AGENCIES

PURPOSE: This project will develop, implement, evaluate and disseminate a family support model for families with severely handicapped children living at home. The model has five components: parent counseling and therapy, parent training, direction service case management, assistance with educational planning, and respite care and volunteer assistance. The project's goals are to: (a) reduce parental stress and psychological distress, (b) increase the child's participation in home and community activities, (c) connect families to generic services in the community, (d) improve home-school coordination, (e) provide additional social support to families through volunteers, and (f) provide case-management services.

METHOD: Each component of the model has been empirically validated, and various service agencies, including the public schools and the local ARC chapter, have agreed to participate. The model will be described in a manual that includes descriptions of objectives, agency and staff roles, and organizational relationships. Contracts between the agencies will be used. Programs, materials and advertising for volunteer and parent training will be developed. In-home parent training will also be conducted. Counseling services will be provided in group and individual sessions. Direction services will be advertised, and case management provided. IEP training will be provided to parents, along with assistance at IEP meetings. The model will be replicated at an additional site, and formative and summative evaluations will be conducted.

ANTICIPATED PRODUCTS: The model will be disseminated via presentations at local and regional conferences, and workshops for professionals will be conducted nationally. The manual will be submitted for publication.

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PROJECT NUMBER	GRANT NUMBER
H023D00002	H023D00002
BEGINNING DATE	ENDING DATE
08/01/90	07/31/93

RESEARCH ON GENERAL EDUCATION LANGUAGE ARTS CURRICULA

PURPOSE: This project will design effective and efficient means of adapting general education language arts curricula to meet the needs of mainstreamed mildly handicapped K-8 students.
METHODS: Activities will be designed in three major areas: Curriculum Analysis and Modification, Research, and Dissemination. State-of-the-art curricular approaches to language arts will be assessed, guidelines developed for analyzing and modifying curricula, and the usefulness and technical rigor of the guidelines tested with the three major user groups: teachers, adoption committees, and publishers.
ANTICIPATED PRODUCTS: Products will be the curriculum guidelines; reviews of major language arts approaches; applications of instructional design in language arts; research on the characteristics/needs of handicapped learners in language arts; findings on the usefulness of the guidelines; a format for an inservice workshop for teacher training; and findings on cross-curricular applications derived from the four cooperative agreements expected to be funded on general education research.

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PROJECT NUMBER	GRANT NUMBER
H024J80016	H024J80016
BEGINNING DATE	ENDING DATE
10/01/88	09/30/91

PRETEACHING STRATEGY

PURPOSE: This project will test the effectiveness of a preteaching strategy on the achievement of

mildly handicapped and at-risk students to be mainstreamed into general education classrooms. The strategy includes teacher identification of critical lesson concept and procedures, use of questioning techniques and illustrations to assess student prior knowledge, integration of student understanding of critical concepts in the lesson context, and assessing student understanding of key concepts and procedures before implementation.
METHOD: Teachers will receive intensive training in the preteaching strategy and its adaptation to the classroom, and will implement it with 297 mildly handicapped and 398 at-risk K-3 students in four schools. Student progress will be monitored through standardized achievement measures and observation.
ANTICIPATED PRODUCTS: The teacher training program and teacher support strategies, including guidelines on implementation.

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PROJECT NUMBER	GRANT NUMBER
023HH70023	G008730145
BEGINNING DATE	ENDING DATE
09/01/87	08/31/91

IMPLEMENTING CONSISTENT LINGUISTIC INPUT INTO TOTAL COMMUNICATION CLASSROOMS

PURPOSE: This project will provide in-service training and in-class demonstrations of (1) the use of a manually coded English (MCE) system to present English as the primary language of the classroom, and (2) the use of ASL as an intervention tool for enhancing communication interactions between teacher and students. The project will demonstrate teachers' use of MCE as a visual representation of gramatically correct English and synchronize the signs with spoken English materials for a total communications program for the deaf.
METHOD: The project will provide (1) in-service training in MCE, (2) in-class demonstrations using MCE simultaneously with spoken English, (3) in-service instruction in ASL (4) instruction and demonstrations of how ASL can be used as an intervention tool, (5) observations and monitoring of teachers' signing behavior, (6) observations of students' signing behavior (7) administration of

academic and language measures to the students, (8) state-wide publicity for the demonstration project. Signing behaviors will be linguistically analyzed to illustrate the linguistic environment of the classroom. It is anticipated that changing linguistic environments will be associated with changes in students' academic and language performance. All participating teachers will be drawn from a single total communication program at one school. Approximately 25 severely and profoundly deaf students will be enrolled in the program. The first two years of the project will focus on training the teachers and in the third and fourth years, the project will be open for observation while teachers' maintenance of signing skills continues to be observed.
ANTICIPATED PRODUCTS: Materials for teacher in-service will be made available through the university's dissemination network.

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PROJECT NUMBER	GRANT NUMBER
H024J80017	H024J80017
BEGINNING DATE	ENDING DATE
09/01/88	08/31/91

PEER-MEDIATED APPROACHES FOR INSTRUCTING AND MAINTAINING STUDENTS WITH HANDICAPS IN GENERAL EDUCATION CLASSROOMS

PURPOSE: This project will validate a set of peer-mediated interventions for improving the academic, social, and school survival skills of handicapped students in regular K-3 classes.
METHOD: One hundred randomly-selected educable mentally retarded, learning disabled, or socially and emotionally disturbed children in kindergarten and first grade will be assigned to experimental and control groups. Experimental group children will receive peer-mediated tutoring, interventions for improving school survival skills, and interventions for improving social skills. Student progress in both groups will be monitored through observations, progress reports, test scores, disciplinary treatment, and teachers', parents', children's, and principals' perceptions.
ANTICIPATED PRODUCTS: A validated peer-tutoring procedure for improving math, reading, and

spelling performance in this group; validated peer-mediated interventions for improving school survival skills and social skills in this group; observational protocols for assessing skills in these areas in numerous school settings; and observational protocols for assessing the fidelity or implementation accuracy of each peer-mediated intervention.

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PROJECT NUMBER	GRANT NUMBER
H023B00010	H023B00010
BEGINNING DATE	ENDING DATE
09/01/90	08/31/91

USE OF NOTETAKING STRATEGY TRAINING TO IMPROVE THE QUALITY OF NOTES AND TEST PERFORMANCE OF COLLEGE STUDENTS WITH LEARNING DISABILITIES

PURPOSE: This project will validate a notetaking strategy for college students with learning disabilities.
METHOD: Twelve college students with LD will be trained to use a notetaking strategy (AWARE). Subjects' use of the strategy will be examined in controlled (i.e., training) settings and generalization settings (i.e. required college courses). Data will be measured to determine the effects of the strategy on quality of notes and test performance.
ANTICIPATED PRODUCTS: Results will be disseminated through publication in special education journals, and will aid professionals in improving existing college services and develop suitable programs for college students with LD.

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PROJECT NUMBER	GRANT NUMBER
H023E90014	H023E90014
BEGINNING DATE	ENDING DATE
10/01/89	09/30/93

RESEARCH ON GENERAL EDUCATION TEACHER PLANNING AND ADAPTATION FOR STUDENTS WITH HANDICAPS

PURPOSE: This project will determine how teachers collect and use performance data in daily planning and long-term curriculum and instructional planning. It will also develop and field-test interventions that increase classroom teachers' skills, confidence, and motivation in planning for handicapped students in the regular classroom.
METHOD: The first phase will describe teachers' perceptions and knowledge of preplanning, interactive planning, and postplanning of instruction. A comprehensive survey of 13,000 urban and rural teachers will provide the data. The second phase will use a subsample of teachers to describe teachers who plan more than others. The third phase will provide more intensive descriptive, observational, and interview data on planning processes. Factors that influence the planning process will also be examined.
ANTICIPATED PRODUCTS: The project will produce a set of materials and procedures for increasing effective planning.

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PROJECT NUMBER	GRANT NUMBER
H159A00009	H159A00009
BEGINNING DATE	ENDING DATE
01/01/91	12/30/92

STATEWIDE EVALUATION OF ACADEMIC OUTCOMES OF EDUCATIONAL PROGRAMS FOR STUDENTS RECEIVING SPECIAL EDUCATION SERVICES-ESTABLISHING A LONGITUDINAL DATA BASE

PURPOSE: This project will validate the Connecticut Mastery Test (CMT) as a reliable academic indicator for any specific subgroup application, specifically for special education students.
METHOD: The Connecticut State Department of Education (CSDE) will replicate and extend the psychometric analyses done under Cooperative Agreement H159A80010. These analyses will allow for confirmation of initial findings on the usefulness of the CMT for statewide evaluation of special education programs. Secondly, the CSDE will establish the data management systems for

linking the yearly CMT data collections to establish the longitudinal cohort database. Third, the CSDE will validate the use of two decision models for evaluating the academic progress of special education students.

ANTICIPATED PRODUCTS: The results of this project will include: (1) a thorough, in-depth analysis of the psychometric properties of the CMT for special education test takers; (2) the validation of two analytic models for assessing academic growth in the context of a longitudinal research design; and (3) the products associated with the standard-setting procedures for assessing the rate of academic progress for special education students.

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PROJECT NUMBER	GRANT NUMBER
300-87-0054	300-87-0054
BEGINNING DATE	ENDING DATE
05/01/87	04/30/92

TRANSITION EXPERIENCES OF YOUTH WITH DISABILITIES: A REPORT FROM THE NATIONAL LONGITUDINAL TRANSITION STUDY

PURPOSE: The project will examine how effectively the nation is preparing disabled youth for adult life. It will inform policymakers about how well disabled youth are being served under the Education of the Handicapped Act and it will extend special education researchers' knowledge of transition issues.

METHOD: The project will conduct surveys and explanatory studies. During its first three years, the project will survey parents, district and school special education personnel and data will be abstracted from school records. Descriptive analyses will document the services, experiences, outcomes, and paths of handicapped youth. The explanatory analyses will explore the factors associated with successful transitions. Substudies using a multiple case study design will be conducted.

ANTICIPATED PRODUCTS: Results will be disseminated to a wide audience, including policymakers, practitioners, and researchers. In addition to annual reports, the project will produce topical reports, statistical almanacs, and methodological reports.

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PROJECT NUMBER	GRANT NUMBER
RI88062007	RI88062007
BEGINNING DATE	ENDING DATE
01/01/89	12/31/93

OSEP SPECIAL PROJECT ON INTERAGENCY INFORMATION DISSEMINATION (UNDER THE ERIC CLEARINGHOUSE ON HANDICAPPED AND GIFTED CHILDREN)

PURPOSE: This project facilitates the organization and dissemination of research information, disseminates research results that can guide policy, practice, and further research, and facilitates coordination between OSEP and OERI. **METHOD:** The project develops and maintains an in-house database of research grant and contract proposals. It uses this database to produce directories of ongoing research. In addition, it produces publications for researchers, practitioners, and policymakers. Three types of publications are produced and disseminated: Research and Resources in Special Education, describing single studies or small groups of related studies; Issue Briefs on topics of current interest; and Research Briefs for Teachers. The project also organizes and coordinates an annual meeting of OSEP-funded research project directors and other research meetings of the special education research community. **ANTICIPATED PRODUCTS:** In addition to the annual conference, the project produces the publications described above and research directories.

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PROJECT NUMBER	GRANT NUMBER
H023N00020	H023N00020
BEGINNING DATE	ENDING DATE
09/01/90	08/31/93

A LONGITUDINAL INVESTIGATION OF THE SOCIAL NETWORKS OF CHILDREN WITH MENTAL RETARDATION

PURPOSE: This project attempts to improve our understanding of mildly mentally retarded children's social support systems in order to help these children make successful transitions in school.
METHODS: Both the nature of the social networks of mildly mentally retarded children, and the extent to which those networks provide these children with social support will be examined. The changes that occur in mildly mentally retarded children's social networks and social support over time, and the role that they play in facilitating adjustment to the transition to middle or junior high school will also be examined.
ANTICIPATED PRODUCTS: The knowledge gained will serve as a foundation for educators as they devise new strategies for helping mentally retarded children make successful transitions between public school environments, and to placements beyond public schools.

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PROJECT NUMBER	GRANT NUMBER
H023B00007	H023B00007
BEGINNING DATE	ENDING DATE
08/01/90	01/31/92

CONSUMER SATISFACTION WITH SPECIAL EDUCATION: HIGH SCHOOL STUDENTS PERCEPTIONS OF THE EFFECT OF A LEARNING DISABILITIES PLACEMENT

PURPOSE: This project will investigate the impact of special education services from the point of view of one group of consumers: secondary students labeled learning disabled.
METHOD: Using qualitative methodology, a descriptive set of data will be gathered on high school student perceptions of the effects of receiving learning disability services in both resource room and self-contained class settings. Three general topics will be examined: 1) self perception of the tudents receiving the services; 2) their perceptions of peer acceptance; 3) and their perceptions of efficacy of the programs in meeting their perceived needs.
ANTICIPATED PRODUCTS: The program will result in important consumer input in program evaluation.

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PROJECT NUMBER	GRANT NUMBER
H023C00126	H023C00126
BEGINNING DATE	ENDING DATE
09/01/90	08/31/95

ENHANCING COMMUNICATION SKILLS OF YOUNG CHILDREN WITH SEVERE DISABILITIES THROUGH PARTNER PROGRAMMING

PURPOSE: This project will examine the immediate and longer-term effects of early communication and language intervention procedures that are provided to interactive partners of young children with severe or multiple disabilities.

METHOD: The project will address issues including: the use and effectiveness of the procedures for children with varying baseline communication abilities; the use and effectiveness of the procedures across multiple integrated preschool educational programs; and generalization and longer-term gains and/or maintenance of the interactive behavior of partners who receive training.

ANTICIPATED PRODUCTS: Development and national dissemination of a series of manuals, publication of articles, and provision of professional training workshops. These products will facilitate the translation of project findings into practice.

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PROJECT NUMBER	GRANT NUMBER
H023C00125	H023C00125
BEGINNING DATE	ENDING DATE
08/01/89	07/31/91

LEARNING EFFICIENTLY: ACQUISITION OF RELATED NON-TARGET BEHAVIORS (PROJECT LEARN)

PURPOSE: The purpose of this study is to research whether students with mild and moderate handicaps will learn target and related nontarget behaviors when two types of instructional manipulations are made during teaching trials.

METHOD: Two investigations per year in the first two project years will evaluate the acquisition of target and related nontarget behaviors presented both in antecedent events and through descriptive feedback. In the third year, four investigations will compare acquisition and generalization of related nontarget bahaviors that are presented through descriptive feedback and/or antecedent events.
ANTICIPATED PRODUCTS: Two manuals and an instruction module that describe how to use both antecedent and consequent events to facilitate acquisition of related nontarget behaviors.

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PROJECT NUMBER	GRANT NUMBER
H023B00050	H023B00050
BEGINNING DATE	ENDING DATE
09/01/90	08/31/91

SOCIAL VALIDATION INDICES OF SYSTEMATIC INSTRUCTIONAL TECHNIQUES FOR USE WITH STUDENTS WITH SEVERE DISABLITIES

PURPOSE: This project will assess attitudes toward supported competitive and competitive employment, and attitudes toward the social validity of systematic instructional techniques of four groups of respondents: employers and employees, job coach staff, workshop staff, and the general public.
METHOD: In addition to administration of a questionnaire, qualitative interviews will be conducted with at least two individuals from each group of respondents. The questionnaire will be used in conjunction with videotaped vignettes of instructional procedures.
ANTICIPATED PRODUCTS: The principal outcome of this project will be its contribution to the understanding of attitudes toward supported competitive and competitive employment, and the use of instructional techniques in community vocational settings. The primary products will be journal articles and presentations at professional conferences.

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PROJECT NUMBER	GRANT NUMBER
H180B90020	H180B90020
BEGINNING DATE	ENDING DATE
10/01/89	09/30/91

EXPERT ASSESSMENT OF MATH PROFICIENCY (EXAMPLE)

PURPOSE: The project will develop an expert system, EXAMPLE, to assess the math proficiency of elementary students with learning disabilities. The system will generate new problems based on student performance and use dynamic assessment procedures. It will provide specific instructional prescriptions to the teacher.
METHOD: A survey of math worksheets and interviews with elementary and middle school students who have learning disabilities will be conducted to document error patterns. A paper and pencil version of EXAMPLE will be used to generate sets of problems according to an expert examiner's hypotheses of students' misconceptions. Results will be used to formulate and revise the rules for the expert system. Hypothetical error patterns will be generated and tested. Reliability and validity studies will be conducted and the system revised in accordance with results.
ANTICIPATED PRODUCTS: The project will produce the EXAMPLE expert system. Research findings will be disseminated via journal articles, research conferences, and through Apple Computer's Office of Special Education.

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PROJECT NUMBER	GRANT NUMBER
HS90008001	HS90008001
BEGINNING DATE	ENDING DATE
10/01/90	09/30/93

IDENTIFYING EMERGING ISSUES AND TRENDS IN TECHNOLOGY FOR SPECIAL EDUCATION

PURPOSE: This project will synthesize information on new trends and issues and then arrange, encourage, and facilitate communications among key experts in special education and technology. **METHOD:** A network of participants will be developed and electronically linked. The participants will include experts in special education, technology, and two consortia of educators in special and general education. Evaluative protocols and the database of the electronic system will provide increasing amounts of information feedback to all participants. To facilitate ongoing evaluation, a series of network events, actually mini-demonstrations, will be conducted, culminating in an interactive satellite program at the annual technology meeting at INFOMART in Dallas, Texas. **ANTICIPATED OUTCOMES:** The outcomes will be in the categories of information and communication. Information outcomes deal with the quality and quantity of information matches, i.e., successful exchanges between technology and education. It is expected that participants will be empowered to contribute the best information at their disposal and then to use it. A well-operating communications network will provide the best information in a timely fashion. Evaluation of the outcomes will occur in an online fashion.

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PROJECT NUMBER	GRANT NUMBER
H023A00043	H023A00043
BEGINNING DATE	ENDING DATE
07/01/90	12/31/91

AN EXPLORATORY ANALYSIS OF THE INTERACTIONS BETWEEN PARENTS AND THEIR NON-SPEAKING, PHYSICALLY DISABLED YOUNG CHILDREN DURING STORYBOOK READING

PURPOSE: This project will describe the emergence of early literacy skills in young nonspeaking children with severe physical impairments. **METHOD:** Investigate the social organization of interactions during storybook reading between parents and their SPI children who use alternative communication systems. Provide a description of the linguistic nature of interactions between parents and disabled children during storybook

reading. Examine the impact of independent variables on the social organization and linguistic nature of the interactions. Determine the potential effectiveness of a range of adaptations of early literacy assessment instruments in measuring literacy growth in SPI children who use AAC systems.
ANTICIPATED PRODUCTS: The information is intended to provide initial insight into the literacy development of children with severe impairments and guide the development of appropriate interventions.

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PROJECT NUMBER	GRANT NUMBER
H023F80029	H023F80029
BEGINNING DATE	ENDING DATE
09/01/88	08/31/92

STUDENT LEARNING IN CONTEXT: A MODEL FOR EDUCATING ALL STUDENTS IN GENERAL EDUCATION

PURPOSE: This project will refine, implement, and evaluate a model for educating handicapped students in the regular education setting by integrating school, classroom, and home-based interventions.
METHOD: The existing Student Learning in Context model will be applied in an elementary school to provide assistance and support to general education teachers through collaborative consultation, training, and teacher assistance teams, manage school and classroom organization, assist in meeting the needs of heterogeneous student groups, develop models for delivery of services to individual students, and continuously monitor student progress.
ANTICIPATED PRODUCTS: Summary reports disseminated periodically to staff and parents, a monograph describing and justifying the model, a set of instruments to evaluate the model's implementation, a training package on the principles of effective instruction, a parent training package, a model implementation package, and periodic reports on implementation and outcomes will be produced.

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PROJECT NUMBER	GRANT NUMBER
H023C00004	H023C00004
BEGINNING DATE	ENDING DATE
09/16/90	09/15/95

OPEN ENROLLMENT AND STUDENTS WITH HANDICAPS: ISSUES, IMPLEMENTATION, AND POLICY

PURPOSE: This project will conduct a five-year naturalistic investigation in Minnesota on the effects of open enrollment in order to understand the benefits and problems that result from its implementation.
METHOD: To develop a set of guidelines, thirteen studies have been designed to explore the issues and to arrive at implications for policy, research, and practice. These studies use eight primary methodologies (tracking, school district surveys, school interviews, parent/student surveys, parent interviews, observations, checklist completion, and school record reviews) to address specific research questions.
ANTICIPATED PRODUCTS: Outcomes include a knowledge and data base, technical reports, and specific useable documents for policy makers.

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PROJECT NUMBER	GRANT NUMBER
H023C00054	H023C00054
BEGINNING DATE	ENDING DATE
09/01/90	08/31/95

TRANSITION TO ADULT LIFE FOR SECONDARY AGE STUDENTS WITH EMOTIONAL DISTURBANCE

PURPOSE: This project will evaluate the effectiveness of restrictive and non-restrictive settings in preparing emotionally disturbed students for adult life.
METHOD: The project will add to the current knowledge base regarding the post school adjustment of emotionally disturbed students who access secondary education programs in settings

which represent a range on the integration to segregation continuum of service options. The project will identify relationships between student centered and school experience variables and the level of post school adjustment of emotionally disturbed students.
ANTICIPATED PRODUCTS: The research findings will be disseminated by offering recommendations for programmatic revision based on the results of the research, assisting in the institutionalization of the proposed student tracking model in the research settings, and developing and disseminating guidelines for implementation of the model in settings across the country.

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PROJECT NUMBER	GRANT NUMBER
H023M80006	H023M80006
BEGINNING DATE	ENDING DATE
09/01/88	08/31/91

INTERVENTION STRATEGIES FOR MIDDLE SCHOOL STUDENTS WITH SERIOUS EMOTIONAL DISTURBANCE

PURPOSE: The project's purpose is to demonstrate that students with serious emotional disturbance can be successfully and effectively educated in the mainstream with minimal pull-out services. The project will implement and attempt to validate a comprehensive and integrated series of interventions directed to improving: (1) the academic and interpersonal skills of the special education teachers, (2) the instructional and behavior management skills of regular education teachers, (3) the consultative skills of the special education teachers, and (4) the coping skills of parents.
METHOD: Specific interventions/strategies will be implemented and evaluated, including CBM+, School Survival Skills training, cognitive behavior therapy through group counseling, and teacher consultation. A parent education program will also be researched.
ANTICIPATED PRODUCTS: An implementation guide and other materials summarizing the procedures and results of the project will be developed to assist other school districts in replicating components of the model. Results will be communicated to both practitioners and academicians. Papers will be

prepared for delivery at national, state, and local professional meetings and for publication in appropriate journals.

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PROJECT NUMBER H023C80071
GRANT NUMBER H023C80071
BEGINNING DATE 09/01/88
ENDING DATE 08/31/93

COMPREHENSIVE EXAMINATION OF DROP OUT AND DROP OUT PREVENTION IN URBAN LEARNING DISABLED STUDENTS

PURPOSE: The goal of this study is to provide empirically-based guidelines for early identification of learning-disabled children and youth at risk for school dropout, through a prospective examination of alterable student behavior and school environmental factors.
METHOD: Data collection instruments will include annual attitude, perception, and school knowledge interviews, transition interviews conducted at grades six and nine, and early school exit interviews as needed; three formal behavioral assessments (self-concept, locus of control, and conduct and social behavior); and building- and classroom-level data monitoring charts to map factors such as attendance and standardized achievement on an ongoing basis.
ANTICIPATED PRODUCTS: The impact of this study will include a broadened understanding of alterable student and pedagogical conditions related to dropping out; an efficient identification heuristic for classroom practitioners and program planners; an enhanced methodology for future research, data collection, and interviewing procedures; and a data base of a large sample of LD students.

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PROJECT NUMBER	GRANT NUMBER
H023F80012	H023F80012
BEGINNING DATE	ENDING DATE
09/01/88	08/31/91

SCHOOL BUILDING MODELS FOR EDUCATING STUDENTS WITH HANDICAPS IN GENERAL EDUCATION SETTINGS: TAILORING ALTERNATIVES FOR MIDDLE SCHOOLS PROJECT

PURPOSE: This project will a school building model for educating learning disabled middle school students within the mainstream setting.
METHOD: Operational procedures for classroom teachers and special education teacher consultants will be written, the model will be evaluated for a group of reintegrated learning disabled students, at-risk students, and regular class students across ability ranges, and learning disabled students failing to make acceptable progress will be identified and criteria for providing appropriate services developed.
ANTICIPATED PRODUCTS: A guide to implementation of the model and materials to facilitate replication in other schools will be produced.

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PROJECT NUMBER	GRANT NUMBER
H024J80007	H024J80007
BEGINNING DATE	ENDING DATE
10/01/88	09/30/91

HANDICAPPED CHILDREN'S EARLY EDUCATION PROGRAM

PURPOSE: This project will develop, test, and disseminate an instructional approach for language and literacy development in the primary grades that helps learners generate meaning by integrating old and new information.
METHOD: Regular education teachers in three diverse sites will be trained in assessing

students' strengths and weaknesses in language and literacy functioning, in schema theory, in the generative/integrative instructional approach, in translating theory into practice, and in assessing student progress using this approach. Classroom implementation of the approach will be assessed by three teacher measures (acceptance of an innovation, perceptions of students with language disorders, and sense of efficacy) and a variety of student measures (scores on reading, listening, and writing tests and degree of social integration as measured by the Peer Nomination Scale). **ANTICIPATED PRODUCTS:** Published instructional materials, curricula, and teacher's guides and information and referral services.